DOCUMENT RESUME

ED 445 413 EA 030 636

| | |
|---|---|
| TITLE | Profiles 1999 State Report. Oklahoma Educational Indicators Program. |
| INSTITUTION | Oklahoma State Dept. of Education, Oklahoma City. Office of Accountability. |
| PUB DATE | 2000-04-00 |
| NOTE | 129p. |
| AVAILABLE FROM | Full text: http://www.schoolreportcard.org/Reports.htm. |
| PUB TYPE | Reports - Evaluative (142) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | *Academic Achievement; Achievement Tests; Community Characteristics; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Outcomes of Education; Public Schools; School Districts; *School Statistics; Scores; *Socioeconomic Status; State Programs; Student Characteristics; Tables (Data); Testing Programs |
| IDENTIFIERS | *Indicators; *Oklahoma; Reform Efforts |

ABSTRACT

The Oklahoma Educational Indicators Program is a system developed under the Oklahoma Education Reform Act of 1990 to assess the performance of public schools and school systems. "Profiles 1999" consists of state, district, and school components. Each component divides the information presented into three major reporting categories: (1) community and environment information; (2) educational program and process information; and (3) student performance information. The State Report component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1998-99 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. National comparisons have been added based on data availability and comparability. The District Report component contains a two-page spread for each school district in the state and presents a wealth of educational data in both graphic and tabular form for the 1998-99 school year. The School Report component includes a report card for each of the 1,799 individual school sites in the state with demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. 35 figures present indicator information, eight appendixes add statistical and supplemental details. (Author/MLF)

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ED 445 413

# Oklahoma Educational Indicators Program

# Profiles 1999 State Report

Office of Accountability

April 2000

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# Oklahoma Educational Indicators Program

# Profiles 1999 State Report


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**Prepared in Cooperation with:**
Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Department of Vocational & Technical Education
Oklahoma Office of Juvenile Affairs
ACT Corporation, The College Board
All Oklahoma Public Schools



This publication was prepared by the Office of Accountability as authorized by Title 70 of the Oklahoma Statutes, § 3-118 and 1210.5331. It was printed by the Oklahoma Department of Vocational and Technical Education Printing Services Section, as authorized by Dr. Floyd Coppedge, Secretary of Education. One Thousand Five Hundred copies have been prepared at a cost of $3,358.73. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. MAY 2000.

## *Education Oversight Board / Office of Accountability*

***John Rex, Chairman • Secretary of Education Dr. Floyd Coppedge, CEO • Robert Buswell, Executive Director***


April 30, 2000

TO THE CITIZENS OF OKLAHOMA:

It is with great pleasure that we issue "PROFILES 1999," prepared by the Office of Accountability. This series of reports is the yearly capstone for the Oklahoma Educational Indicators Program, a system set forth in the Oklahoma Educational Reform Act of 1990 (House Bill 1017) to assist you in assessing the performance of **your** public schools. "PROFILES 1999" furnishes timely and comprehensive information to the public, especially parents, students, educators, lawmakers, and researchers.

"PROFILES 1999" consists of three publications, a "STATE REPORT," a "DISTRICT REPORT," and the "SCHOOL REPORT CARDS." These publications are the result of a collaborative effort headed by the Office of Accountability and include data from the following sources: the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Vocational and Technical Education, the Office of Juvenile Affairs, a school survey administered directly by the Office of Accountability, as well as other sources.

The Secretary of Education, the Education Oversight Board, and the Office of Accountability are pleased to be your partners in education and are committed to the improvement of Oklahoma's public education system. We welcome any comments or suggestions that you may wish to offer. Please feel free to call, write, or attend one of the regularly scheduled board meetings.

Sincerely,

Floyd Coppedge

Dr. Floyd Coppedge
Secretary of Education

John Rex, Chairman
Education Oversight Board


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# EXECUTIVE SUMMARY

## INTRODUCTION

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. Therefore, "Profiles 1999" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

## COMMUNITY CHARACTERISTICS

The average community characteristics for districts within the state are as follows: average population of districts, 5,830; population density per square mile, 41; household income, $24,088; percent of population living below poverty level, 17%; per student valuation of property, $21,239; percent of population over age 55, 22%; unemployment rate, 7%; percent of children living in single parent homes, 23%; percent of 15-19 year old females who are mothers without high school diplomas, 8%. The following apply to criminally referred juvenile offenders: in 1998-99, there was one out of every 53.9 public school students who were charged with a crime through the juvenile justice system (11,572 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (22,232 statewide) and 338 of the offenders statewide were alleged gang members (2.9% of offenders). The following is a break down of Oklahoma public school enrollment by ethnic group: Caucasian, 67%; Black, 11%; Asian, 1%; Hispanic, 5%; and Native American, 16%. The educational attainment of the state's population in 1990 was as follows: college degree, 23%; some college, 22%; high school diploma, 30%; less than a high school diploma, 25%.

## DISTRICT EDUCATIONAL PROCESS

The "Profiles 1999" series reports on 547 individual Oklahoma school districts and 1,799 conventional school sites: 1,024 elementary schools, 205 middle schools, 106 junior highs and 464 senior highs. Total ADM for the state in 1998-99 was 623,799, an increase of 5,560 students from the 1997-98 school year. This represented an increase of 0.9%. ADM has increased 8.8% in the last ten years. Also, there is the rapid decline in ADM from 9th through 12th grade. During the 1998-99 school year, 12th grade ADM was 11,149 students lower than 9th grade ADM that same year. This dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

During the 1998-99 school year, 74,221 Oklahoma students (12%) qualified for the Gifted/Talented program; 80,121 (13%) qualified for the Special Education Program; 298,480 students were eligible for the Free or Reduced-Pay Lunch Program (47.8%).

Statewide, the number of regular classroom teachers increased by 33 FTEs for the 1998-99 school year (35,728 in 1997-98 to 35,761 in 1998-99). The statewide gross student/teacher ratio for regular classroom teachers in 1998-99 was 17.4 students per teacher. The average salary of teachers was $30,851, an increase of $322 from the previous year ($30,529 in 1997-98) and 32% held advanced degrees. Regular classroom teachers averaged 12.3 years of experience. There were 4,249 Special Education Teacher FTEs, each possessed an average of 11.4 years of teaching experience and earned, on average, $32,412 that year. On average there were 18.9 students identified as needing "Special Education" per special education teacher in the state.

There were 2,998 administrator FTEs, an increase of 16 FTEs over the 1997-98 school year. This averaged 5.5 administrators per district. Administrators' average salary was $53,225, an increase of $1,642, or 3.2%, over last year. Each supervised an average of 13 teacher FTEs, and averaged nearly 21 years of experience.

The Office of Accountability used a high school site questionnaire to obtain data that were not available through other sources. Of the high schools that responded, 91.2% (354) reported that they had distributed the Office of Accountability's School Report Cards to the parents of their students; 381 high schools (83.4%) responded to a question about high school GPA, which averaged 2.97. The survey also showed that 6.5% of their graduates were planning to attend out-of-state colleges and 66.2% of their graduates had completed the 15 units of course work required by Oklahoma public colleges and universities.

Looking at district funding, the largest portion is provided by the State at 57.1% ($1.9 billion), followed by Local & County with 33.5% ($1.1 billion), and Federal funds, which provide 9.4% ($310 million). However, these ratios have changed considerably over the last 20 to 30 years. Figure 14 shows that State Appropriated funding has increased substantially over the last 25 years. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether or not state funds are being spent effectively within their districts.

District expenditures by the percent spent in each area are as follows: Instruction, 57.8%; Student Support, 5.7%; Instructional Support, 3.0%; District Administration, 3.8%; School Administration, 5.4%; District Support, 16.4%; Other, 8.1%; and Debt Service, 5.0% of all other expenditures combined. Statewide total expenditures from ALL FUNDS were $3.3 billion, which includes debt service. Expenditures per student using ALL FUNDS for 1998-99 were $5,347, an increase of $391 from the previous year.

## STUDENT PERFORMANCE

In 1998-99, for the first time ever, it was mandated that all students be tested and the results were released in three categories: 1) Regular Education, 2) Alternative Education, and 3) Special Education. The scores and percentages tested posted in Profiles 1999 include only the results of "Regular Education" students. The 3rd grade percentile ranks on the ITBS are as follows: Reading, 59; Language, 69; Math, 69; Science; 67; Social

Studies, 62; Sources of Information, 65; and Composite, 66. Eighty-four percent (84%) of 3rd graders took the ITBS. The 7th grade percentile ranks on the ITBS are as follows: Reading, 58; Language, 60; Math, 60; Science; 57; Social Studies, 59; Sources of Information, 58; and Composite, 59. For the 7th grade 87% of students took the ITBS statewide.

The Oklahoma Core Curriculum Test results were as follows. For the 5th grade, the percentage of students scoring satisfactory or above were: Science, 81%; Mathematics, 85%; Reading, 80%; Writing, 92%; US Hist./Const./Gov., 75%; and Geography, 68%. Eighty-seven (87%) of 5th graders took the CRT as "Regular Education" students. For the 8th grade, the percentage of students scoring satisfactory or above were: Science, 79%; Mathematics, 75%; Reading, 81%; Writing, 97%; US Hist./Const./Gov., 65%; Geography, 49% and 89% of students took the CRT as "Regular Education" students. For the 11th grade, the percentage of students scoring satisfactory or above were: Science, 74%; Mathematics, 60%; Reading, 75%; Writing, 97%; US Hist./Const./Gov., 82%; Geography, 50%; and Oklahoma History, 60%. The 11th grade results showed that 89% of students were tested as "Regular Education" students.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose "70% of students achieving a score of satisfactory or above" as a logical minimum performance benchmark for schools to achieve. Figures 20 through 22 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests.

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. Oklahoma's 8th grader's score of 152 was the fifth highest score in the nation. Of the 35 states that participated in the testing program, six states scored higher than Oklahoma and 28 scored lower. Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Oklahoma's rather high score of 220 in 1998 is exactly the same as it was in 1992. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower.

Oklahoma's single year dropout rate was 5.1%, a drop for four-tenths of a percentage point from the 1997-98 school year. There were 8,876 student dropouts who were under the age of 19 and in grades 9th through 12th. The graduation rate for 1998-99 was 74.4% (36,486 graduates in 1998-99 divided by a 9th grade ADM of 49,064 in 1995-96). The rate increased one percentage point from 1997-98, but is down 5.0 percentage points since 1991-92.

ACT information showed that at the Oklahoma public high schools included in this series of reports, 23,417 members of the Graduating Class of 1999 took the ACT or 64.2% of graduates. The composite score on the ACT for this group during the 1998-99 school year was 20.7, which remained unchanged from 1997-98. The highest average ACT at an Oklahoma high school was a score of 24.8, with 56% of the graduates taking the ACT. The lowest average ACT for an Oklahoma high school was 13.5, with 75% of graduates being tested at that school. Looking at the ACT scores by race, we see that generally speaking, minority students in Oklahoma outperform their national counterparts. This success could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working.

The 1998-99 school year saw a 21% increase in the number of high schools across the state participating in at least one national AP exam: 150 high schools compared to 124 in 1997-98. Statewide, there were 2,450 public school seniors who had participated in the AP testing program in 1998-99. This represents 6.3% of the seniors that year. These 2,450 seniors took 5,175 AP tests and 3,200 (61.8%) received a score of three or above. Data show that only 33% of public schools in Oklahoma participated in the AP program compared to 60% of public schools nationally.

Information provided by the Oklahoma Department of Vocational and Technical Education showed that 41.2% of students enroll in an occupationally-specific Vo-Tech program sometime during their high school career. Of those who enrolled in a Vo-Tech occupationally-specific program, 82.7% completed one or more of the competencies required for the program.

Based on a three-year average, 50.7% of the state's public high school graduates went directly to a public college in Oklahoma. Once in college, 38.0% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education. Seventy-two-point-two percent (72.2%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 33.2%.

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# OKLAHOMA EDUCATIONAL INDICATORS PROGRAM OVERVIEW

"Profiles 1999" is the fulfillment of the reporting requirement of the Oklahoma Educational Indicators Program. The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183), also known as the Oklahoma School Testing Program Act. It was codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts will be assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of: the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the context of socioeconomic status and the finances of school districts."

In April of 1990, House Bill 1017 (HB 1017), also known as the Oklahoma Educational Reform Act, was signed into law by the Governor. The legislation was reaffirmed by a vote of the people the following year. The portions of the bill most directly affecting the Oklahoma Educational Indicators Program were codified under Oklahoma statutes Title 70, Sections 3-116 through 3-118. Section 3-118 created the Office of Accountability. Section 3-116 created the Education Oversight Board which "shall have oversight over implementation of this act (HB 1017) and shall govern the operation of the Office of Accountability." Section 3-117 provided that the Secretary of Education shall be the chief executive officer of the Office of Accountability and have executive responsibility for the Oklahoma Educational Indicators Program and the annual report required of the Education Oversight Board.

The Secretary of Education, through the Office of Accountability: (1) monitors the efforts of the public school districts to comply with the provisions of the Oklahoma Educational Reform Act and the Oklahoma School Testing Program Act; (2) identifies districts not making satisfactory progress towards compliance; (3) recommends appropriate corrective action; (4) analyzes revenues and expenditures relating to common education, giving close attention to expenditures for administrative expenses; (5) makes reports to the public concerning these matters when appropriate; and (6) submits recommendations regarding funding for education or statutory changes whenever appropriate.

In May of 1996, Section 3-116 and Section 1210.531 of Title 70 were both amended by Senate Bill 416 (SB 416), Sections 1 and 2. Section 1 provided the Education Oversight Board with full control of and responsibility for the Educational Indicators Program. Section 2 placed the Office of Accountability, its personnel, budget and expenditure of funds solely under the direction of the Education Oversight Board.

# INTRODUCTION

## METHODOLOGY

"Profiles 1999" consists of three components: (1) the State Report; (2) the District Report and (3) individual School Report Cards. Each component of "Profiles 1999" divides the information presented into three major reporting categories: (I) community and environment information, (II) educational program and process information, and (III) student performance information. This methodology is meant to mirror the real-world educational process. Students have a given home and community life, they attend a school with a varied make up of teachers and administrators who deliver education through different processes and programs, and finally all of these factors come to bear on student performance.

The specific scope of each "Profiles 1999" component is as follows:

### State Report

This component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1998-99 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. Also, national comparisons have been added based on data availability and comparability.

### District Report

This component contains a two-page spread for each school district in the state and presents a wealth of educational data in both graphic and tabular form for the 1998-99 school year.

### School Report Cards

This component includes a report card for each of the 1,799 individual school sites in the State. The School Report Cards include demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. Each report card also contains space for comments from the school principal. The principal is encouraged to provide information such as scores for any standardized testing conducted beyond the requirements of state law, highlights of a mission or policy that is unique to the school, and recognition of special programs or student and staff achievements. Once the principal has added his or her comments, it is his or her responsibility to distribute copies of the School Report Card to parents and other interested parties in the community.

## Three Reporting Categories

Each of the three components has data organized into three major reporting categories:

### Community Characteristics

The Community Characteristics category includes community and contextual information. It features demographic data for persons residing within the boundaries of the school district as of April of 1990. In the District Report, communities have been placed into groups based on socioeconomic factors and the number of students the district serves. This grouping methodology allows districts to be compared to other districts serving similar communities, as well as to state averages.

### District Educational Process

The District Educational Process category includes educational program and process information. It depicts how each school district delivers education to its students.

### Student Performance

The Student Performance category provides a broad array of student performance information.

Each of the "Profiles 1999" components reports information using the same three categories and by design are directly comparable. For a comprehensive view of education in a given area, one would start with the State Report, move to the District Report, and then look at School Report Cards for schools within a given district. Each document reports similar information for the various levels of operation.

## DATA GATHERING

Regarding the gathering of data, the Office of Accountability is the secondary user of the majority of the information presented. It relies on agencies such as the Oklahoma State Department of Education, the Oklahoma State Regents for Higher Education, the Oklahoma Department of Vocational and Technical Education, and several others to supply the required information in a timely, accurate and usable fashion. Consequently, the Office of Accountability does not control the methods used to collect, nor the categories used to report, the majority of the data presented. The Office works diligently with these agencies to see that the data used is without errors. At the same time, it is also the Office of Accountability's policy not to change numbers received from other agencies without their expressed permission. On rare occasions a number may appear unreasonable when viewed in the context of other numbers presented in this report series. However, the Office of Accountability is bound to this data in that it is the most reliable currently collected regarding Oklahoma public education.

As a general rule, information is reported a year after the fact. Statistics are collected at the close of the school year, and are then verified and analyzed prior to publication. While this process is taking place, there are schools closing and others opening. Only those public schools that were open during

the reporting period are included in the Profiles Reports. Finally, because most educational indicators relate to mainstream public school students, the "Profiles 1999" reports exclude information pertaining to alternative schools and special education centers (except where specifically mentioned). As a result, some of the state and/or district-level statistics may vary from those reported by the state agency/office charged with collecting the information.

## CONSIDERATIONS WHEN USING THE DATA

When evaluating education, it is important to remember that no single score, ratio, or measurement can quantify the academic soundness of a state, district, school, or student. The various factors that contribute to the educational process are interrelated and must be evaluated accordingly. Complicating this is the fact that people have differing views on what comprises quality education. Some feel small schools with low student-teacher ratios are most important. Others believe facilities and course offerings have the most influence; and yet, others may only be concerned with a particular test score or budgetary expenditure. Therefore, "Profiles 1999" presents a host of relevant educational statistics, and readers are free to evaluate educational entities based on those factors they feel are most important in the educational process.

## MAPS

Maps are a recent addition to the State Report and are meant to give a general impression of the condition of education in various parts of the State. However, just as no single indicator can measure the overall soundness of education, neither can a single map paint a picture of the condition of education across the State. The maps should be viewed in relation to one another based on the three major reporting categories.

The information on the maps is presented in quartiles. For any given measure, presentation by quartiles divides Oklahoma's 77 counties into four groups of basically equal number. In some cases, however, the range of the data that is being plotted may not allow for perfect quartering. In these cases the counties are grouped as close to quarters as possible. When viewing the maps, it is easiest to remember that counties with darker shading have higher numbers and counties with lighter shading have lower numbers. Maps should be viewed with caution because dark shading may be either favorable or unfavorable depending upon the characteristic being studied.

# I. COMMUNITY CHARACTERISTICS

## CONTEXT

The first reporting category of "Profiles 1999" is the "Community Characteristics" section which provides a statistical sketch of the community in which the educational process is taking place. School districts are an extension of the community they serve and local control is a hallmark of common education in Oklahoma. Local voters affect conditions in the classroom through their support of bond issues. Local school board members must ultimately answer to voters in the community. And, district policies are always under the scrutiny of parents in the community. Furthermore, community values influence student motivation and performance. Schools and their communities are so tightly interwoven that it is inappropriate, if not impossible, to evaluate education without considering the community in which it takes place.

In recent decades, it has become an expectation that schools will help students overcome adverse socioeconomic conditions that may exist within the family or community. Schools are expected to give students the foundation they need to prosper. When evaluating education, it is vital to remember that it is an uneven playing field upon which schools begin their mission. To properly measure the academic progress that a school or district has made with its students, one must keep in perspective where the students began. Establishing school district context is the purpose of the "Community Characteristics" section of "Profiles 1999."

The information presented in the "Community Characteristics" section, also referred to as contextual indicators, has an interesting origin. The majority of the information was gathered during the 1990 census and represents all persons who resided within the boundaries of the school district at that time. The Census Bureau gave states like Oklahoma (where district boundaries do not align with county or municipal boundaries) a once-in-a-lifetime opportunity. They agreed to tabulate census information based upon the actual school district boundaries. This district-level information was released in 1994-95 and, for the first time ever, reliable demographic data was available at the school district level. A number of districts have consolidated since this information was originally tabulated. The census data for closed districts has been added to the census data for the district(s) receiving the students.

The contextual indicators from the census are augmented with more current information from state agencies such as the Office of Juvenile Affairs and the Board of Equalization. State averages for the community characteristics of school districts are shown in the following table.

# State Averages for School District Community Characteristics

| Community Characteristic | State Average |
|---|---|
| District Population (number of residents) (1990) | 5,830 |
| Population Density per Square Mile (1990/1998-99) | 41 |
| Household Income (1990) | $24,088 |
| Population Living Below Poverty Level (1990) | 17% |
| Per Student Valuation of Property (1998-99) | $21,239 |
| Population Over Age 55 (1990) | 22% |
| Unemployment Rate (1990) | 7% |
| Single-Parent Families (1990) (varies from numbers calculated using county data) | 23% |
| % of 15- to 19-Year-Old Females who are Mothers w/o HS Diplomas (1990) | 8% |

Juvenile Offenders: In Oklahoma in 1998-99, there was one out of every 53.9 public school students who were charged with a crime through the juvenile justice system (11,572 offenders statewide). Each offender was charged with an average of 1.9 criminal offenses (22,232 statewide) and 338 of the offenders statewide were alleged gang members (2.9% of offenders).

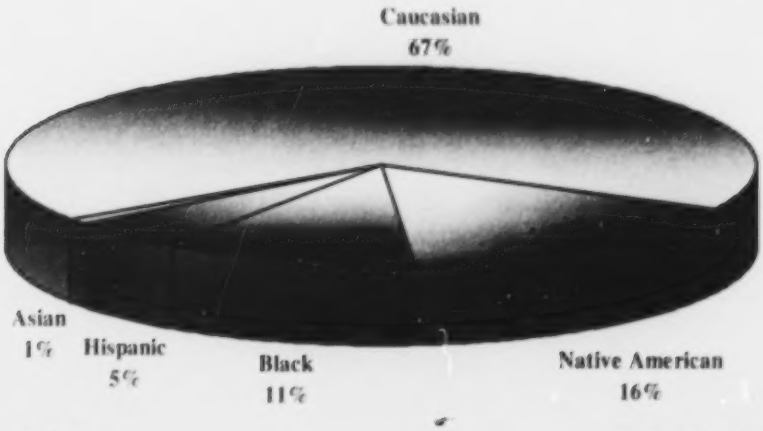
Oklahoma Public School Enrollment by Ethnic Group (Figure 1):
(based on 1998 fall enrollment)

| | |
|---|---|
| Caucasian | 67% |
| Black | 11% |
| Asian | 1% |
| Hispanic | 5% |
| Native American | 16% |

Highest Educational Level of Adults Age 25 and Over (Figure 2):
(varies from numbers calculated using district data) (1990)

| | |
|---|---|
| College Degree: | 23% |
| Some College: | 22% |
| High School Diploma: | 30% |
| Less than a H.S. Diploma: | 25% |

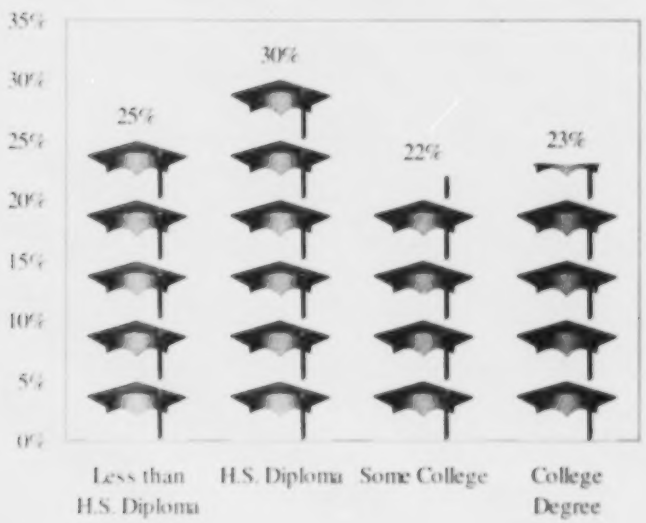
## Figure 1
## Oklahoma Public School Enrollment by Ethnic Group
## 1998-99 School Year




Data Source: State Department of Education

Total fall 1998 Enrollment = 623,535

## Figure 2
## Highest Education Level of Adults Age 25 and Over
## Oklahoma




Data Source: 1990 Census

# SOCIEOECONOMIC VARIANCE

While it is important to understand what the "average community" in Oklahoma might look like, it is just as important to see how individual school districts vary from the average. By looking at districts that fall into the extremes on each of these indicators, one can begin to understand the diversity that exists among school districts across Oklahoma.

In Oklahoma, the largest district had a population of 294,899 persons (50 times the state average) while the smallest district had a population of 41 persons (less than 1/100$^{th}$ of the state average). Median household incomes in 1989 varied greatly by district as well. The average family in the most affluent district earned nearly $50,000 in 1989, whereas in another district the average family had earnings of just over $9,000 that same year. It is also important to remember that not every family in the district earns the "average." The percent of the families living below the poverty level in 1989 helps to fill in the financial picture. The percent of persons within the district living below the poverty level ranged from 1% to just over 50%. Financial indicators are especially important when evaluating districts because parental income has proven to be one of the best predictors of a student's likelihood to succeed academically.

The local tax revenues available to schools varies greatly too. The average district in Oklahoma receives roughly 30% of its funding from property taxes. These taxes are levied on the assessed value of property within the district boundaries and support the general operation of the district. This indicator of district wealth is measured by the total valuation of property within the boundaries of the district divided by the total number of students. The extremes on this indicator ranged from a district with a property value of $516,290 per student in 1998-99 to a district with a property value of $3,059 per student (students are measured in average daily membership (ADM) which is explained in the "District Educational Process" section of this report). Furthermore, if the voters in a district approve special bond millages to be added to the tax on their property, a district can raise even more money to cover the cost of capital improvement projects, school bus purchases and major technology projects. This in turn further widens the gap between districts in funds available for education.

The age of residents in a community can complicate the district's ability to raise funds through the taxation of property. In districts where a large percentage of persons are retired, have finished raising their children, and may be on fixed incomes, it can be difficult to get local voters to approve special bond millages for schools. These voters realize that passage of the bond will ultimately raise property taxes within the district. Districts in this situation lack the ability to capitalize on the value of the property in their community. To address this possibility, the percent of the population age 55 or older has been included in the "Profiles 1999" reports. These statistics were collected in April of 1990 and at that time several districts had less than 10% of their population age 55 or older, while others had more than 50% of their population that fell into that age range.

The percentage of the district's community that is unemployed can also have a great influence on the district. Unemployment rates ranged from a low of 0% to a high of 26% in 1989. Another indicator affecting districts is the percentage of families headed by a single parent. This ranged from a high of 62% to a low of 0%. Additionally, the percentage of teenage girls that have not yet finished high school but that have given birth to one or more children affects the school's ability to fulfill its mission. As of April of 1990, the district community with the highest percentage of 15- to 19-year-

old females without a high school diploma, having had at least one child at that time, was 75%, while other district communities had 0%. The census reported that 44% of Oklahoma's district communities had no 15- to 19-year-old females who were mothers that had not yet earned a high school diploma.

The use of juvenile crime statistics is a recent addition to the Profiles reports and is not meant to reflect poorly upon schools, teachers, or administrators. In fact, nearly the opposite is true. The 1998-99 juvenile crime statistics are provided as another indicator of the environment in which the school must operate. The statistics presented here relate to criminal referrals only and are based on students attending one of the schools included in this report series. Statewide, 11,572 public school students were referred to the Office of Juvenile Affairs (OJA) in 1998-99. These offenders were charged with a total of 22,232 offenses, and 338 of the offenders were said to have gang affiliation. This means that one out of every 53.9 students statewide had been charged with a crime, each offender had committed an average of 1.9 offenses and 2.9% of the charged students had gang affiliations.

Seventeen percent (17%) of districts statewide had no juvenile offenders (no students had been charged). However, a look at those districts with five or more students in the OJA database revealed that at one district, one out of every 18 students had been charged with a crime during the 1998-99 school year. None of them, however, had gang affiliations. Yet, another district had 94 students who were affiliated with a gang. This one district accounted for 28% of the gang-affiliated offenders statewide. The gang phenomenon seems to be isolated to just a few of Oklahoma's school districts. Just four of Oklahoma's school districts accounted for more than 50% of the gang-affiliated offenders statewide. The ratios used in this analysis are based on 1998 fall enrollment. Also, not all communities report minor juvenile offenses to the Oklahoma State Office of Juvenile Affairs (OJA). Juvenile data is only reported for those communities that had referred cases to OJA.

A break down of the juvenile offense charges shows that the bulk (39%) had to do with theft/burglary of one variety or another. Violation of municipal ordinances/obstruction of justice charges ranked second with 23%. Crimes related to sex/violence represented 16% of all arrest charges. Drug/alcohol possession made up 12% of offenses, and crimes against property accounted for roughly 8% of the arrests. Other types of offenses made up the other 3% of offences. A more detailed listing of the offenses by type can be found in Appendix A of this report.

Oklahoma is a state of great diversity and the ethnic makeup of the state's communities and school districts is no exception. Statewide, 33% of student enrollments came from one of the four ethnic minority groups. Figure 1 shows that in school year 1998-99, 16% of Oklahoma's students were Native American, 11% were Black, 5% were Hispanic, and 1% were Asian. At the district level the state's ethnic diversity is even more pronounced with 28 districts in the state having 5% or less minority enrollment and four districts having 95% or more minority enrollment.

Like income statistics, adult educational attainment statistics are important because they are one of the best predictors of how well students will perform academically. Research has shown that, generally, the children of parents with higher levels of education perform better on achievement tests than those students whose parents have lower levels of educational attainment. Looking at the percentage of the population age 20 and over, we see that one district had almost 60% of its

population that did not have a high school diploma. However, another district had only 7% of its population that fell into this educational attainment category. Now look at the percentage of persons who hold a college degree. Sixty-two districts (62) had 5 percent (5%) or less of the population with a college degree, whereas, only 11 districts had 30% or more of the population holding a college degree. The educational attainment information presented in the various Profiles reports varies slightly. The statistics presented in Figures 2 and 3 were collected on persons age 25 and over. The information collected at the district level (used in the District Report and the School Report Cards) was based on persons age 20 and over. Although a non-standard measure, this is the only data available at the district level.

## SOCIOECONOMIC ADVERSITY MAPS

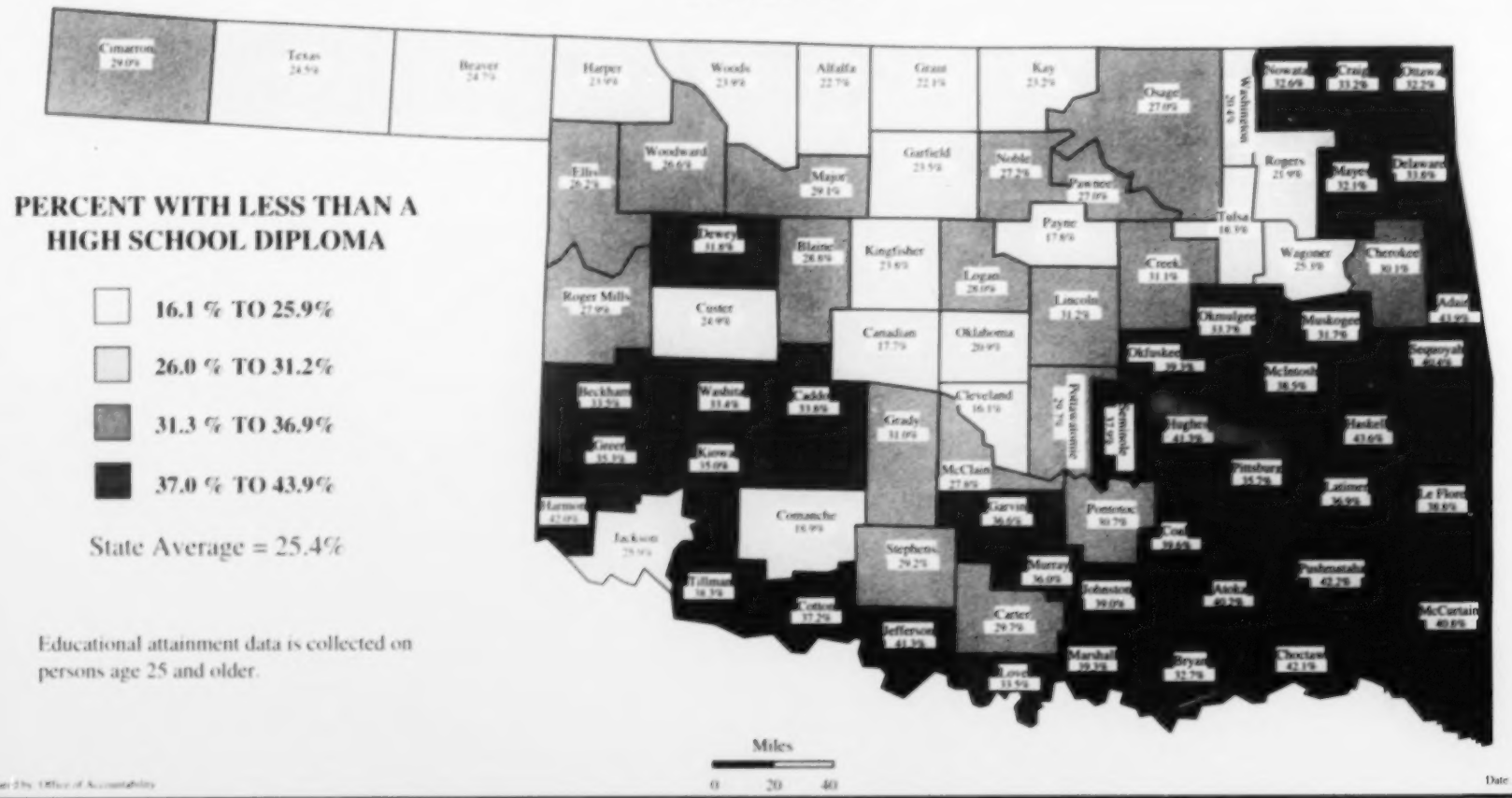
In Oklahoma, school district boundaries vary greatly in size and shape. Some districts cover so little area that they are mere dots on a statewide map. Other districts in rural areas may cover hundreds of square miles and yet serve a relatively small number of students. These factors make it difficult to accurately display information on a statewide map using school district boundaries as the base. For this reason, all of the indicators presented in this report will be aggregated by county and mapped accordingly.

Figures 3 through 6 map social and economic characteristics across Oklahoma. The statistics were chosen because they are representative of the socioeconomic conditions that most impact student performance. They include the percentage of the population with less than a high school diploma, the percentage of families headed by a single parent, the number of public assistance dollars received per capita, and the unemployment rate. The information was collected during the 1990 census, and although dated, is still the most comparable county-level data that exists. The four maps combined offer a visual sketch of Oklahoma's community characteristics. These maps should be referenced again when evaluating maps relating to the "District Educational Process" and "Student Performance" sections of this report. Appendix B displays in a tabular format the information presented in this series of maps.

# Figure 3

## PERCENT OF POPULATION WITH LESS THAN A HIGH SCHOOL DIPLOMA

### 1990 Census



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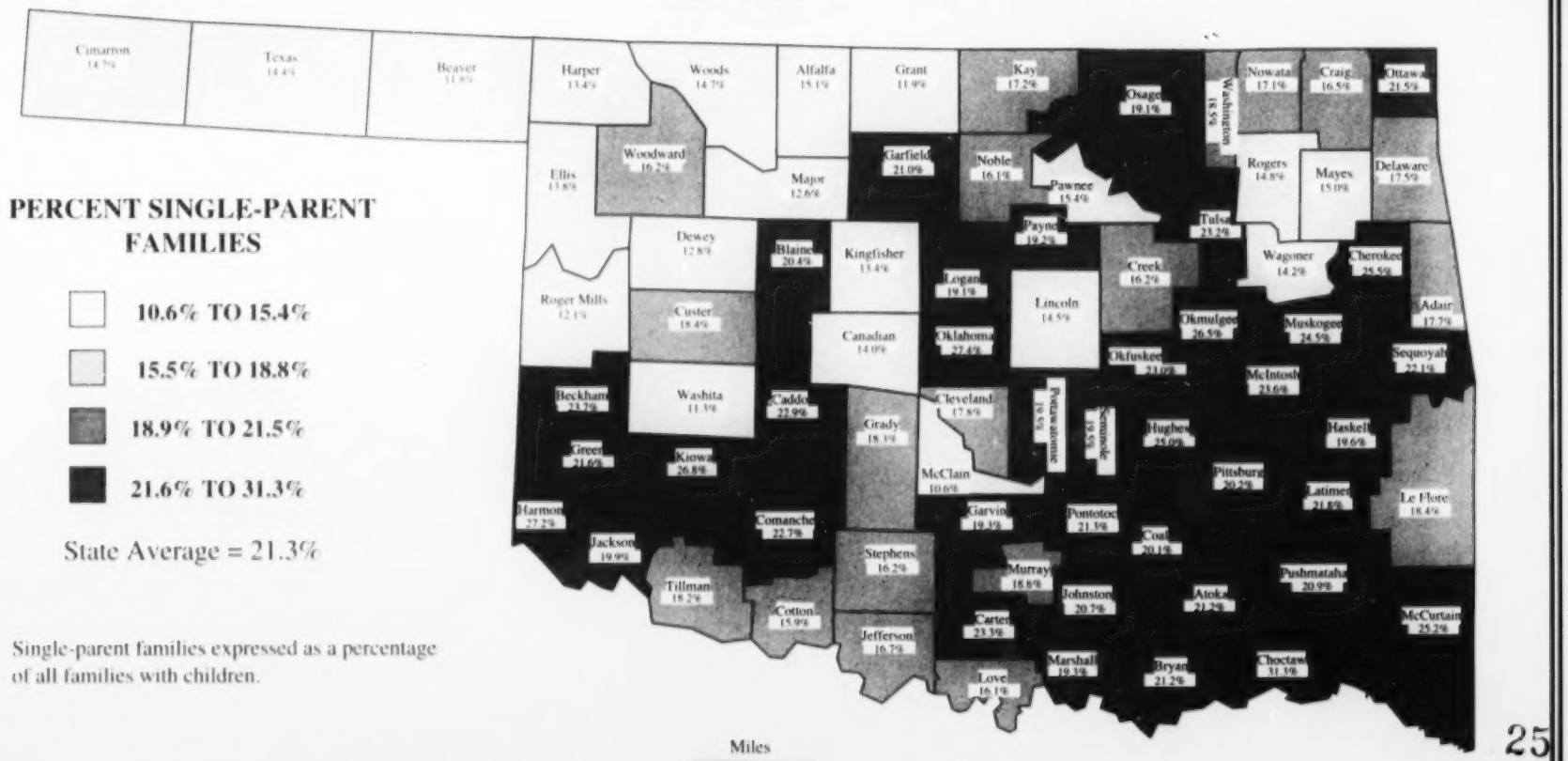
# Figure 4

## PERCENT OF SINGLE-PARENT FAMILIES

### 1990 Census





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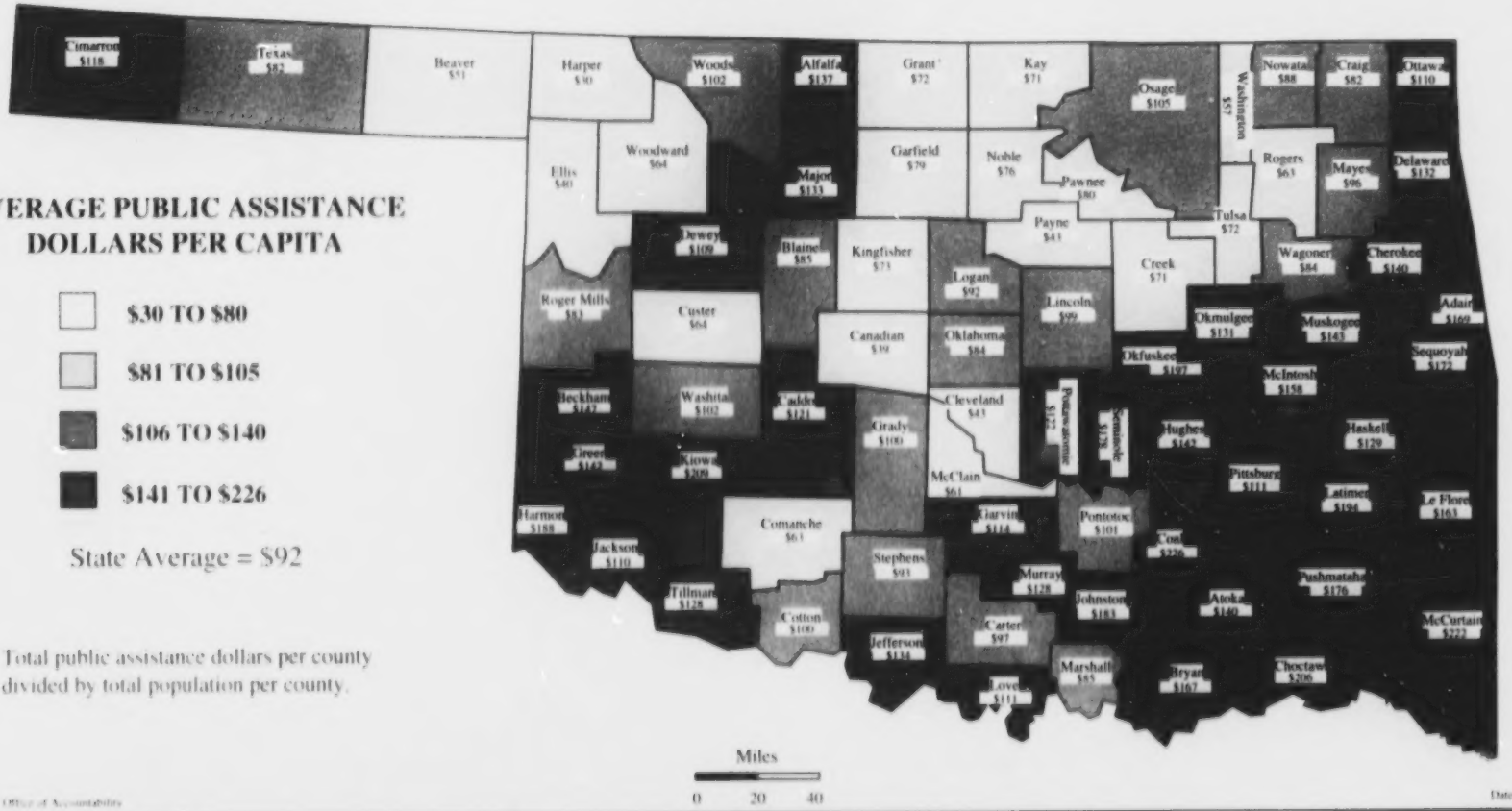
# Figure 5

# PUBLIC ASSISTANCE DOLLARS PER CAPITA

## 1990 Census



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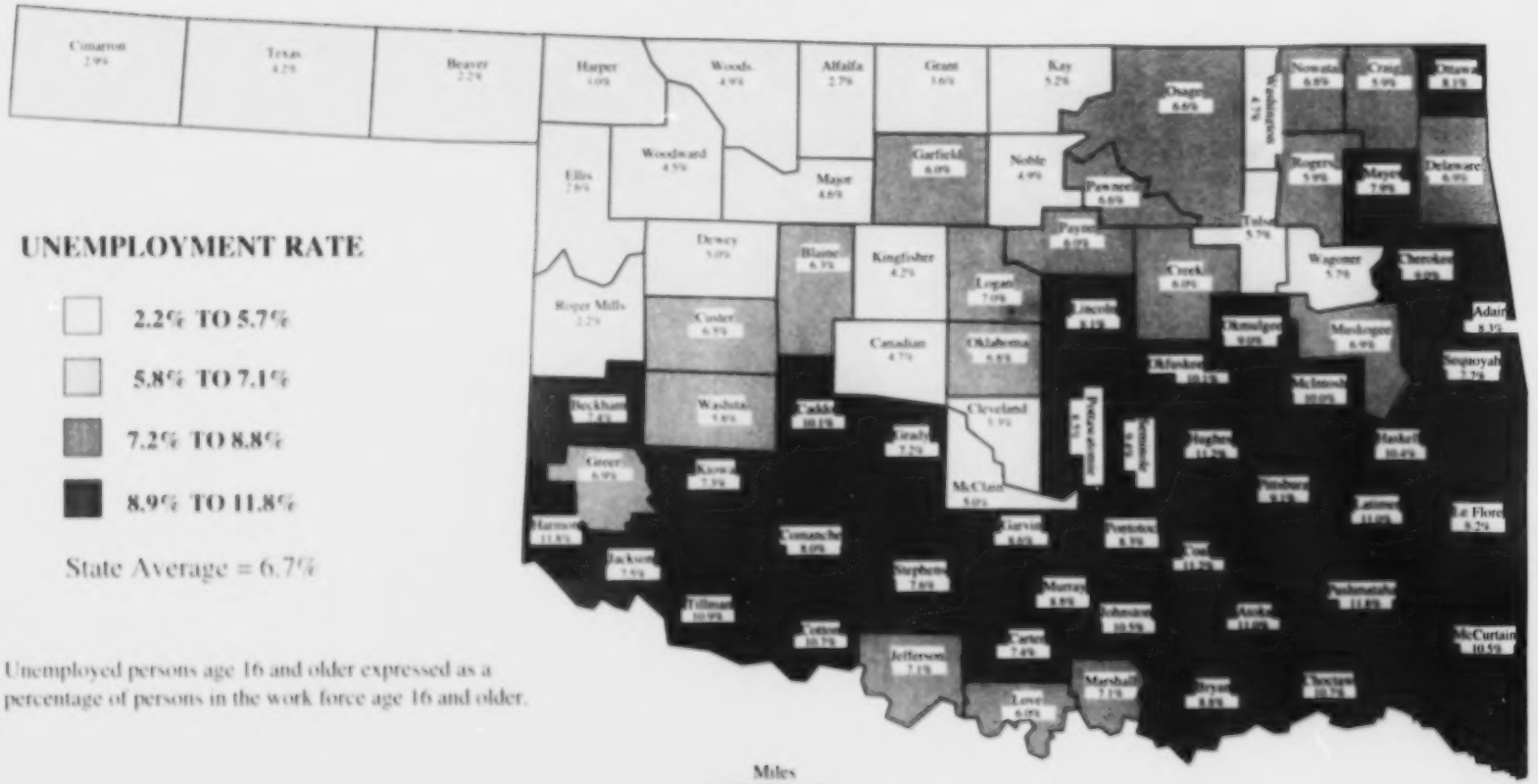
# Figure 6

## UNEMPLOYMENT RATE

### 1990 Census




Unemployed persons age 16 and older expressed as a percentage of persons in the work force age 16 and older.

Prepared by Office of Accountability





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# II. DISTRICT EDUCATIONAL PROCESS

## DISTRICTS, SCHOOLS AND STUDENT ENROLLMENT

The "Profiles 1999" series reports on 547 individual Oklahoma school districts and 1,799 conventional school sites: 1,024 elementary schools, 205 middle schools, 106 junior highs and 464 senior highs.

Schools and school districts in Oklahoma are organized in a variety of ways. Oklahoma school districts are accredited by the State Board of Education and are classified as either independent districts (offering pre-kindergarten through 12th grade), or elementary districts (offering pre-kindergarten through 8th grade). Students from elementary districts must be integrated into a neighboring district's high school once completing 8th grade. In 1998-99 there were 116 elementary (dependent) school districts and 431 independent school districts. Within these two classifications, districts are free to organize grade levels to suit their needs. For example, one district may have an elementary school serving grades K-8 with a high school serving grades 9-12; another district may have a lower elementary serving grades K-4, an upper elementary serving grades 5 and 6, a junior high for grades 7-9, and a high school serving grades 10-12. During 1998-99 there were 54 different grade level offerings forming schools in Oklahoma.

Another way to look at the diversity of districts across the state is to look at the number of students they serve. Student enrollment is most often reported as Average Daily Membership (ADM). ADM refers to the average number of students enrolled at a school, or district, on any given day during the year. The smallest elementary district in operation during 1998-99 had an ADM of 17 students and the largest independent school district had an ADM of 42,690 students. The following table provides a statewide breakdown of school districts by enrollment.

| District Size (in ADM) | # of Districts | % of All Districts | # of Students | % of All Students |
|---|---|---|---|---|
| 10,000 Plus | 10 | 1.8% | 208,359 | 33.3% |
| 5,000 - 9,999 | 10 | 1.8% | 64,517 | 10.3% |
| 2,000 - 4,999 | 34 | 6.2% | 97,659 | 15.4% |
| 1,000 - 1,999 | 76 | 13.9% | 101,553 | 16.0% |
| 500 - 999 | 100 | 18.3% | 69,454 | 11.5% |
| 250 - 499 | 152 | 27.8% | 55,757 | 9.4% |
| Less than 250 | 165 | 30.2% | 26,500 | 4.1% |

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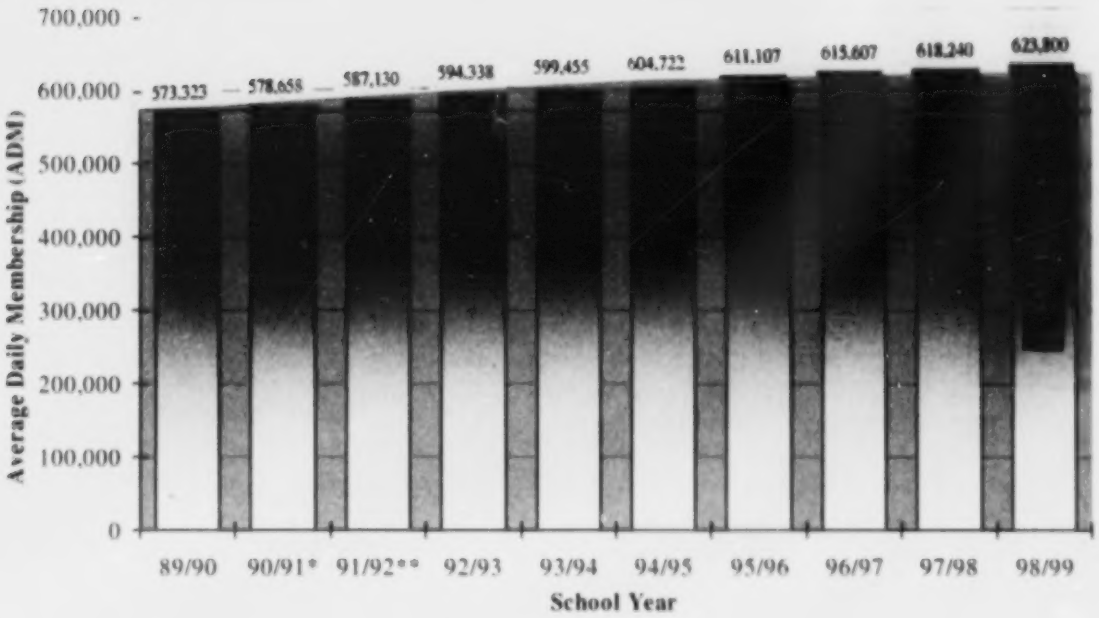
At the state level, total ADM in 1998-99 was 623,799, an increase of 5,560 students from the 1997-98 school year. This represented an increase of 0.9% (Figure 7). ADM has increased 8.8% in the last ten years.

## Figure 7
## Trends in Oklahoma's Average Daily Membership




Note: * Beginning in 1990-91, Headstart qualifiers in the Early Childhood program are included in the ADM.
** Beginning in 1991-92, ½- day Kindergarten became mandatory.

Figure 8 shows 1998-99 statewide ADM by grade. ADM by grade is fairly consistent with a few exceptions. Notice that first grade ADM is slightly higher than other grades. This is presumably due to the fact that students are more likely to repeat this developmental grade.

The most notable part of the graph, however, is the rapid decline in ADM from 9th through 12th grade. During the 1998-99 school year, 12th grade ADM was 11,149 students lower than 9th grade ADM that same year. Analysis in the "Student Performance" section of this document (Figure 25) shows that this dramatic decrease in enrollment between 9th and 12th grade is not a single year occurrence.

There are two basic methods for calculating enrollment: ADM and Fall Enrollment. ADM is the preferred method for measuring enrollment because it takes into account student migration. Fall enrollment numbers are a "census count," tallied on October 1 of each year. ADM numbers, although preferred, are only reported at the district level. This means that enrollment-related statistics reported in the Profiles series vary slightly from the site level to the district level.



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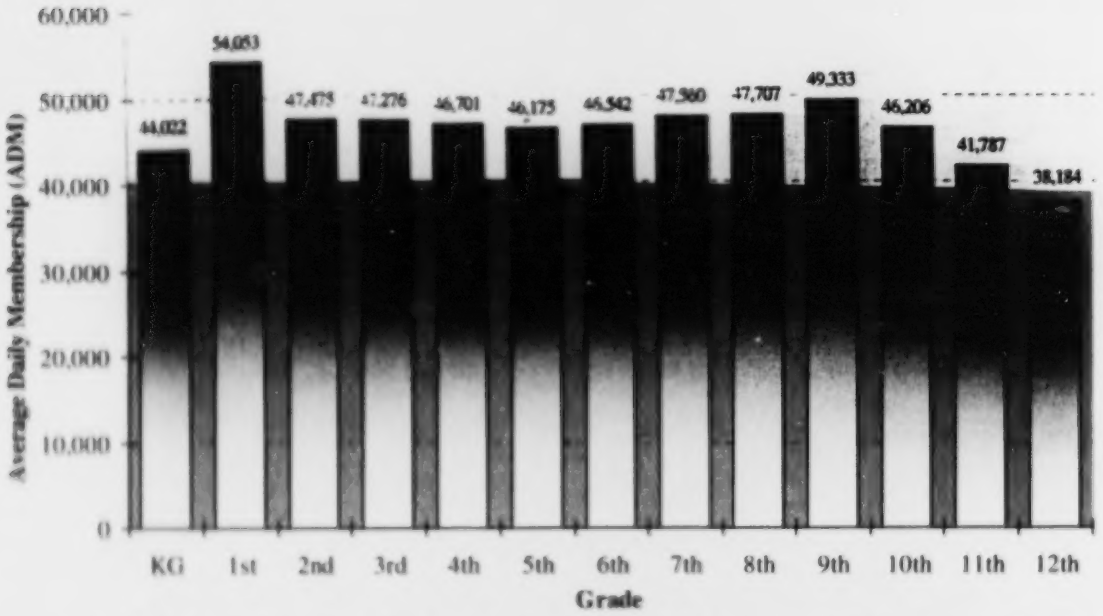
## Figure 8

## Oklahoma's Average Daily Membership by Grade* 1998-99




Note: * Excludes enrollments for Early Childhood (16,453), Non-graded (2,839), and Out of Home Placement (1,485).

Data Source: State department of Education.

# PROCESS INDICATORS

The community in which a student lives is not the only thing that influences his or her academic performance. The educational framework provided by the district also has a major impact on student learning. Often times, it is the school district that helps students to overcome adverse socioeconomic conditions that may exist within the family or community. The educational processes that exist within a school district reflect a consensus among the school staff, the local board, and the community about how to best meet the educational needs of all students in the district.

Process indicators include the functions, actions, and changes made by the school district to promote student success. Some of the process indicators included in this publication are curriculum, local-state-federal programs, classroom teachers, administrators, and other professional staff.

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# Curriculum & Programs

## Gifted and Talented

Gifted and talented students are recognized at the federal-level by the Jacob K. Javits Gifted and Talented Students Education Act of 1988. Federal funds are distributed to districts based on the number of students enrolled who possess high performance capabilities in intellectual, creative, artistic, leadership, or academic fields, and who require special services to fully develop such capabilities. The State defines "Gifted and Talented Children" as those identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance and needing differentiated or accelerated education or services. This may also include students who excel in one or more of the following areas: creative thinking, leadership, visual/performing arts, and specific academic ability. For definition purposes, "demonstrated potential abilities of high performance," means students who score in the top three percent on any national standardized test of intellectual ability. The State Department of Education has regulations and program standards for participating school districts. During the 1998-99 school year, 74,221 Oklahoma students qualified for the Gifted/Talented program. This represented 12% of all students (ADM) in the state. The extremes on this indicator ranged from 13 districts with none (0%) of their students eligible for the gifted program, to one district with more than 38% of its students qualifying.

## Special Education

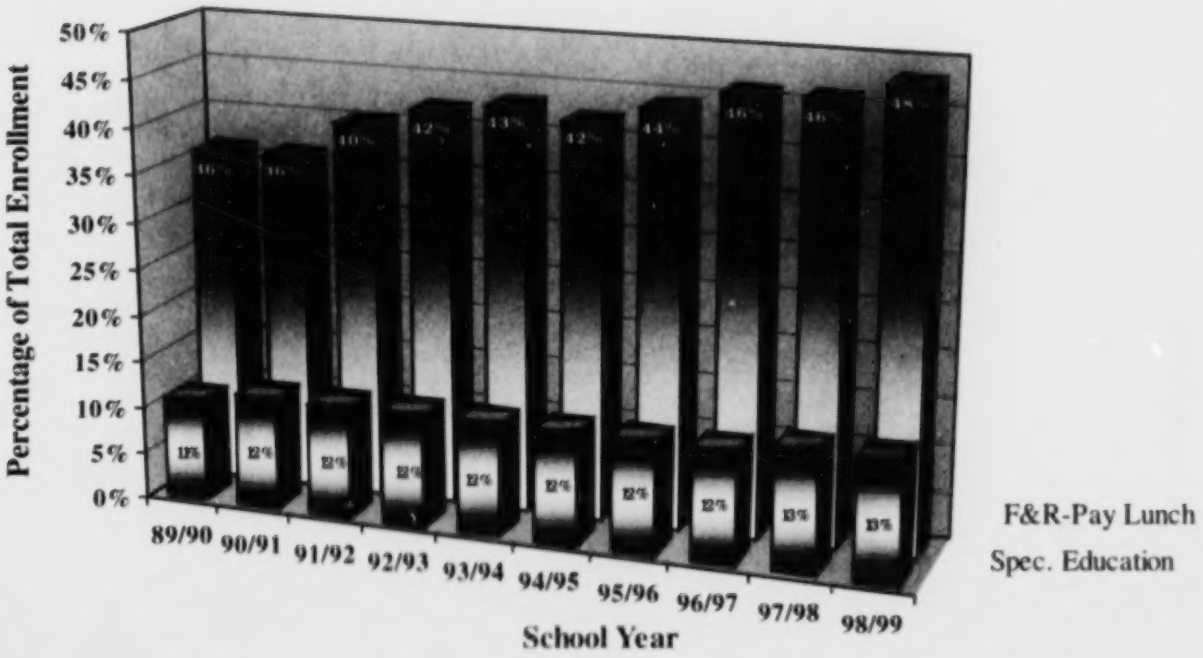
Special education students are those identified as being eligible for related services pursuant to an Individualized Educational Program (IEP). During the 1998-99 school year 80,121 Oklahoma students qualified for the special education program, which represented 13% of all students (ADM). The Special Education participation rate has remained between 11% and 13% since the 1989-90 school year (Figure 9). The percentage of students eligible for special education services at school districts across the state ranged from a low of 4% to a high of 45%.

## Free or Reduced-Pay Lunch

Eligibility for the Free or Reduced-Pay Lunch program is based on federally established criteria for family income. In 1998-99, students' families needed to earn less than 130% of poverty level for them to qualify for Free Lunch, and between 130% and 185% of the poverty level for them to qualify for a Reduced Payment Lunch. In 1998-99, 298,480 Oklahoma students were eligible for the Free or Reduced-Pay Lunch Program. This represented 47.8% of all students and was an increase of 11,576 students, or 1.8 percentage-points, from the 1997-98 school year. Eligibility has steadily increased since 1989-90 with roughly a two- to three-percentage-point increase each year (Figure 9). Much of this increase is likely due to the federal government's repeated easing of the family income requirement to qualify a student for inclusion in the program. This indicator is often used as a surrogate for the percentage of students within the school or district who are impoverished (Figure 10). The percentage of students eligible for free and reduced-pay lunch ranged from a high of more than 95% at 12 districts across the state, to a low of 5% at one district.

## Figure 9

## Special Education Status, and Free/Reduced-Pay Lunch Eligibility




Data Source: State Department of Education

### High School Course Offerings

High school course offerings greatly influence student performance at the secondary level. The State Department of Education has a number of regulations regarding the minimum number of courses a high school must offer, but many high schools greatly exceed these minimums. An earlier study by the Office of Accountability indicated that students from high schools with the largest course offerings (both broad and deep curriculums) scored higher on standardized tests. Described generally, Oklahoma high schools must offer a minimum of 34 courses per year including the following six core areas plus electives: 4 units of language arts, 4 units of science, 4 units of math, 4 units of social studies, 2 units of languages, 2 units in the arts, and 14 units of other electives. In the six core subject areas, a number of high schools across Oklahoma offer only the 20 courses (units) required by law. However, many districts offer a number of additional courses with one Oklahoma

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# Figure 10

## PERCENT OF STUDENTS ELIGIBLE FOR FREE OR REDUCED PAY LUNCH PROGRAM

### 1998-99 School Year

Total number of students eligible for Free or Reduced Pay Lunch Program in each county divided by total ADM in each county.

Prepared by Office of Accountability

Date: 4/1/2000





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district offering 91 different courses in those areas. Collectively, districts across the state offered an average of 33.8 units in the six core areas in 1998-99. A more detailed description of the minimum requirements can be found in the "Standards for Accreditation" document from the State Department of Education.

### Advanced Placement (AP) Courses

Advanced Placement (AP) Courses are taught in high school, but contain college-level curriculum. They serve a dual purpose. First, the courses offer high school students an opportunity to study advanced curriculum for high school credit. Secondly, students can earn college credit for their advanced studies by scoring well on a nationally standardized AP exam. AP is important, especially in smaller public school districts, because it is often the only opportunity that exceptional students may have to study an advanced curriculum. Districts are not required to offer AP courses. However, the Oklahoma Legislature has created an incentive program to encourage districts to participate. It can be beneficial for a state to have its students receive college credit through the AP program. Fewer tax dollars are contributed by the state to supplement the cost of college credits earned through the AP program than are contributed for the same credits when earned through a public college or university. Oklahoma, however, still lags behind the nation in AP participation (Appendix C). A detailed accounting of Oklahoma's AP participation can be found in the Student Performance section of this document.

## Classroom Teachers

The number of regular classroom teachers is measured by Full-Time Equivalency (FTE). For less than full-time teachers, a decimal amount is used for that portion of the day spent in the classroom. Teaching principals are considered as being one-half (0.5) administrative FTE and one-half (0.5) teaching FTE. Also, the statistics reported by the Office of Accountability relating to regular classroom teachers exclude special education teachers and teachers at alternative education centers.

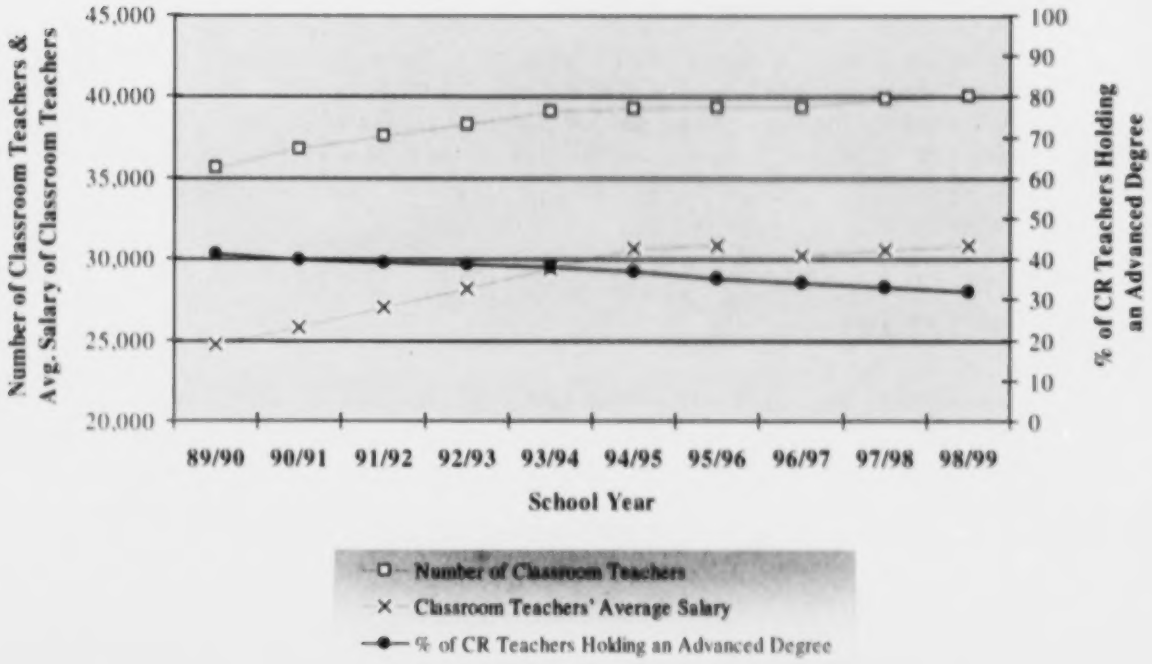
Statewide, the number of regular classroom teachers increased by 33 FTEs for the 1998-99 school year (35,728 in 1997-98 to 35,761 in 1998-99), with ADM (excluding non-graded students) increasing by 5,663 students (615,298 in 97-98 compared to 620,961 in 98-99). Based on ADM (excluding non-graded students), the statewide gross student/teacher ratio for regular classroom teachers in 1998-99 was 17.4 students per teacher.

Figures 11 and 12 show the average salary of teachers for the 1998-99 school year was $30,851, an increase of $322 from the previous year ($30,529 in 1997-98). However, teacher salaries have increased slightly more than $6,000 in the preceding 10 years. The upward trend since 1989-90 is due primarily to minimum salary requirements mandated in HB 1017 and amending legislation. The number of years taught and advanced degrees held also affect teacher salaries. These figures include fringe benefits, but exclude extra duty pay. Salaries for part-time teachers have been extrapolated to their nine-month, full-day equivalent. This average also includes the salaries of teaching principals.

The percent of regular classroom teachers holding advanced degrees is based on the FTE of teachers with a master's degree or higher and is currently at 32% (Figure 11). The percentage of teachers with advanced degrees has slowly declined since 1990. This is not unexpected. The reduction of class size mandated in HB 1017 has caused districts to hire more beginning-level teachers. The average years of teaching experience is calculated similarly. It is based on the years of experience per FTE and averages 12.3 years.

## Figure 11

### Number of Teachers*, Average Salary of Teachers*, and Percentage of Teachers* Holding Advanced Degrees




Note: Teacher FTE counts for all years include special education teachers. 1995-96, 1997-98 and 1998-99 teacher statistics are based on those public school sites included in the Profiles Report series and avg. salary and % with advanced degree exclude special education teacher FTEs.

Data Source: State Department of Education

## Special Education Teachers

The regular classroom teacher counts exclude special education teacher FTEs. This is because special education teachers are paid 5% more than regular classroom teachers, and serve a very specific portion of the school population. During the 1998-99 school year, there were 4,249 Special



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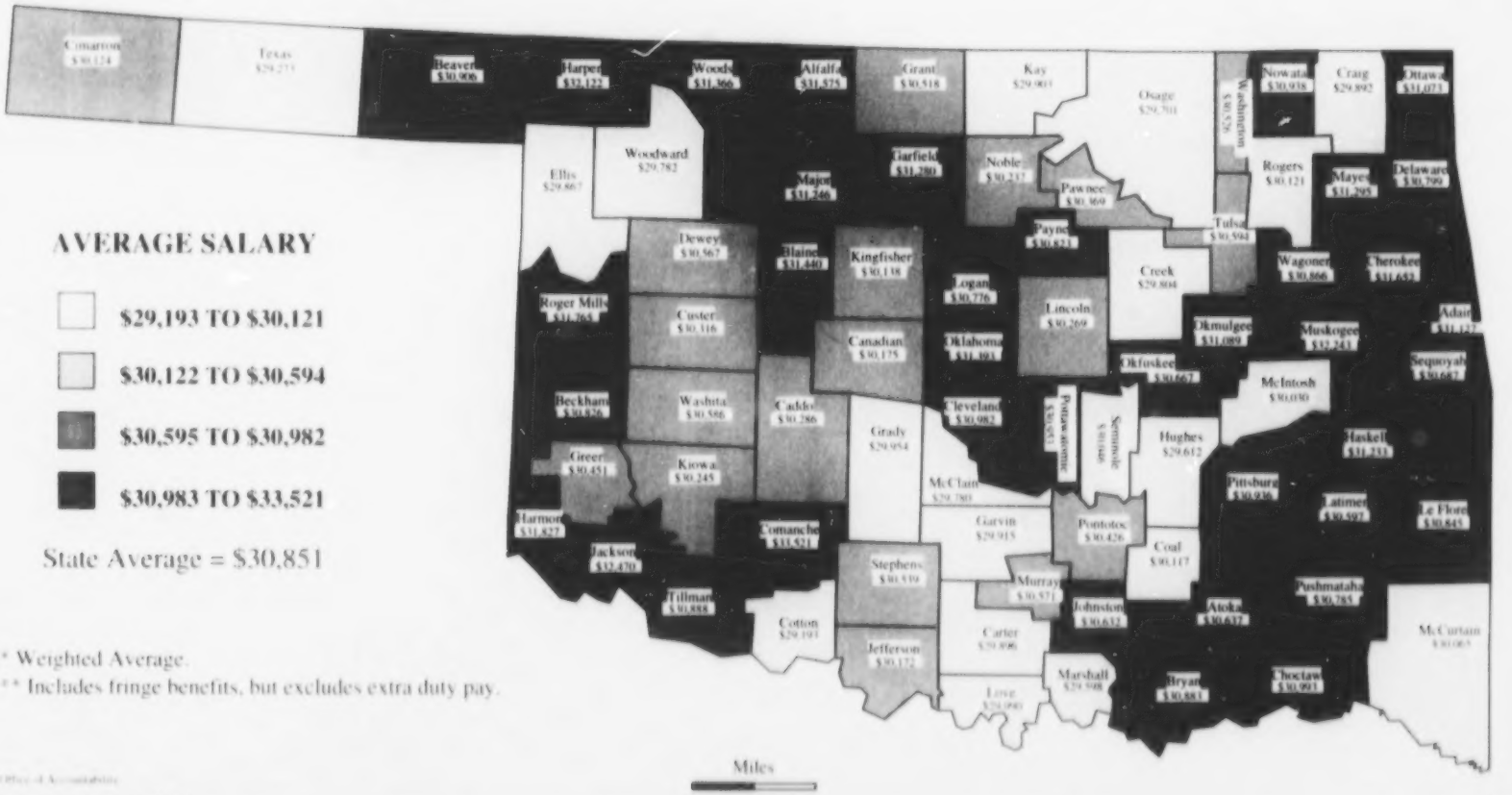
# Figure 12

## AVERAGE* SALARY** OF REGULAR CLASSROOM TEACHERS

### Teacher FTEs in 1998-99




* Weighted Average.

** Includes fringe benefits, but excludes extra duty pay.





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Education Teacher FTEs. Each possessed an average of 11.4 years of teaching experience and earned, on average, $32,412 that year. On average there were 18.9 students identified as needing "Special Education" per special education teacher in the state.

## Administration

Like classroom teachers, administration is another key ingredient of education. There were 2,998 administrator FTEs at the 547 districts open during the 1998-99 school year. This was an increase of 16 FTEs over the 1997-98 school year count of 2,982 administrator FTEs. Statewide, there was an average of 5.5 administrators per school district, and each received an average salary of $53,225 during the 1998-99 school year. This was an increase of $1,642, or 3.2% over last years figure of $51,583. Each administrator, on average, supervised 13 teacher FTEs and possessed nearly 21 years of experience in a school environment.

# THE 1999 HIGH SCHOOL QUESTIONNAIRE

The Office of Accountability used a high school site questionnaire to obtain data that were not available through other sources. The 1999 High School Questionnaire pertained to site-level information during the 1998-99 school year. Not all high school principals opted to participate. However, of the 456 high school sites sent a survey, 392 (86%) responded to at least one question. The statistics displayed below are based on the responding schools only. Schools not responding to the questionnaire are noted on the School Report Cards as FTR or Failed To Respond. The following is a summary of the data received:

## Distribution of the "1997-98 School Report Cards"

An individualized copy of the Office of Accountability's "School Report Card" is sent to each school in the state. The principal is then responsible for getting copies of the document home to the parents of each student at the school. In an effort to quantify the number of schools across the state carrying out this task, the Office of Accountability included a question in the survey asking high school principals if they had sent the information home to parents. Of the high schools that responded, 91.2% (354) reported that they had distributed the Office of Accountability's School Report Cards to the parents of their students.

## HS Senior GPA:

Statewide, 381 high schools, or 83.4% responded to this question. The average grade point of the Oklahoma high school seniors was 2.97 during the 1998-99 school year. High school GPA should always be viewed in comparison to other performance measures as academic rigor varies from school to school. Consequently grade inflation may exist within some high schools (Figure 30)

## Graduates Planning to Attend Out-of-State Colleges:

On average, the 392 responding high school principals (86%) reported that 6.5 % of their graduates were planning to attend out-of-state colleges. For high schools near the Oklahoma border, this number is especially important. The "Oklahoma College Going Rate" does not include students attending college in other states and the out-of-state college attendance rate may help to explain some districts' low Oklahoma college going rates.

## Completion of 15 Units Required of College-Bound Students:

Three-hundred-eighty-five Principals (84%) responded that, on average, 66.2% of their graduates had completed the 15 units required by Oklahoma public colleges and universities. This refers to the percentage of graduates who should be prepared to enroll in non-remedial courses at an Oklahoma college or university (Figure 29).

# DISTRICT FINANCES

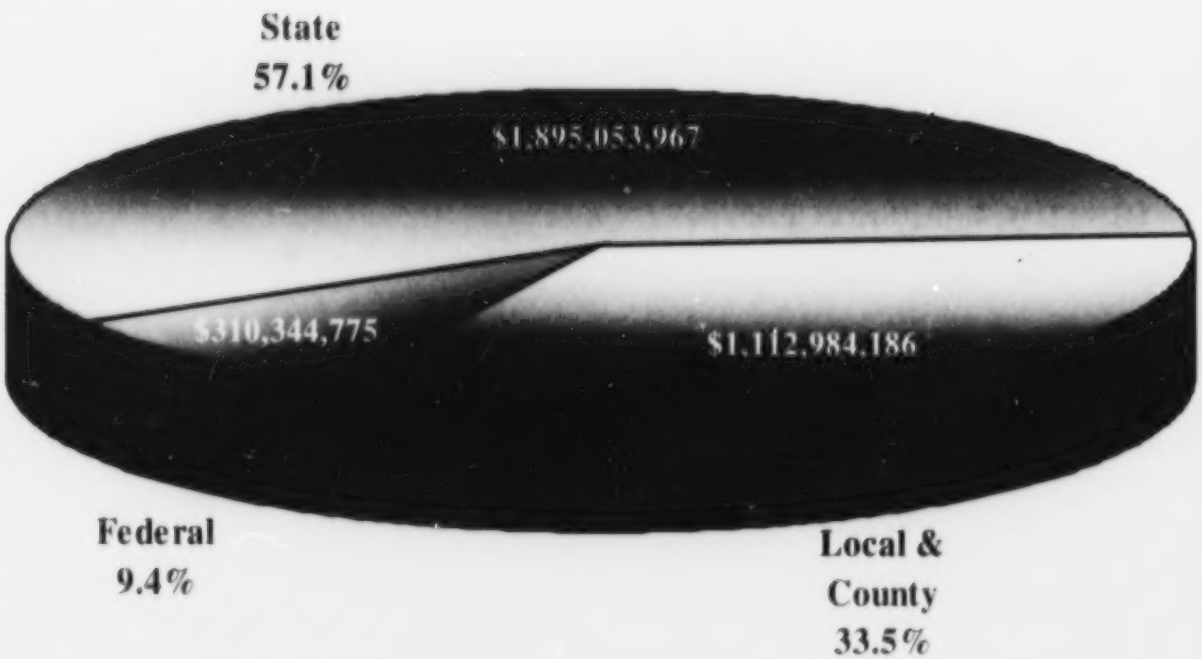
## Funds

There are many different "Funds" in which a school district may deposit revenue and from which it may make expenditures (i.e. the "General Fund," "Building Fund," etc.). The General Fund contains the bulk of a school district's operating assets and is the primary account from which a school district conducts business. It has become conventional among educators to only report revenue and expenditures of the General Fund, yet to do so overlooks a considerable amount of money. Larger schools will typically fund a number of salaries and sizeable expenditures through both the Building Fund and the Child Nutrition Programs Fund. Districts enlarging or updating their facilities often have outstanding bonds, which can cause large sums of money to flow through their Boad Fund and Sinking Fund. The Education Oversight Board and the Office of Accountability believe that all money spent by a school district, either directly or indirectly, goes toward the education of students and should be counted. Therefore, "Profiles 1999" will continue to report revenues and expenditures using ALL FUNDS. ALL FUNDS includes the "General Fund," "Co-op Fund," "Building Fund," "Child Nutrition Programs Fund," "Sinking Fund," "Enterprise Fund" and "School Activity Fund."

## Revenue

The three basic sources of school district revenue in Oklahoma are Local & County, State, and Federal. The largest portion of funding is provided by the State at 57.1% ($1.9 billion), followed by Local & County with 33.5% ($1.1 billion), and Federal funds that provide 9.4% ($310 million) (Figure 13). However, these ratios have changed considerably over the last 20 to 30 years (Figure 14).

# Figure 13
# 1998-99 District Revenue Sources
# Reported Using ALL FUNDS*




*ALL FUNDS does exclude two fund categories: Bond Fund and Trust & Agency Fund. The Sinking Fund, which is included in ALL FUNDS, represents funds used to repay bonds for capital improvements and major transportation and technology purchases. The Bond Fund is excluded because its inclusion would, in effect, double-count the same funds in the Sinking Fund. The Trust & Agency Fund is excluded because it represents monies held in a trust capacity for individuals, private organizations, etc. See Appendix D for more information about the categories used for the reporting of District Finances.

Data Source: State Department of Education



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## Historical Revenue Sources

Figure 14 shows the percent of total General Fund revenues by source for the years 1973-74 through 1997-98. The percentages are based on General Fund revenues only so that historical comparisons can be made. The graph shows that State Appropriated funding has increased substantially over the last 25 years. In fact, the gap between the funding sources has increased dramatically since the passage of House Bill 1017 in 1989-90. This situation has created an administrative paradox. While Oklahoma school districts are still controlled by their locally elected boards of education, for most districts across the state, the bulk of their funding currently comes from tax dollars appropriated by the State Legislature. This is an important consideration, given the fact that local boards, and the communities they serve, ultimately decide whether or not state funds are being spent effectively within their districts.

## The State Funding Process

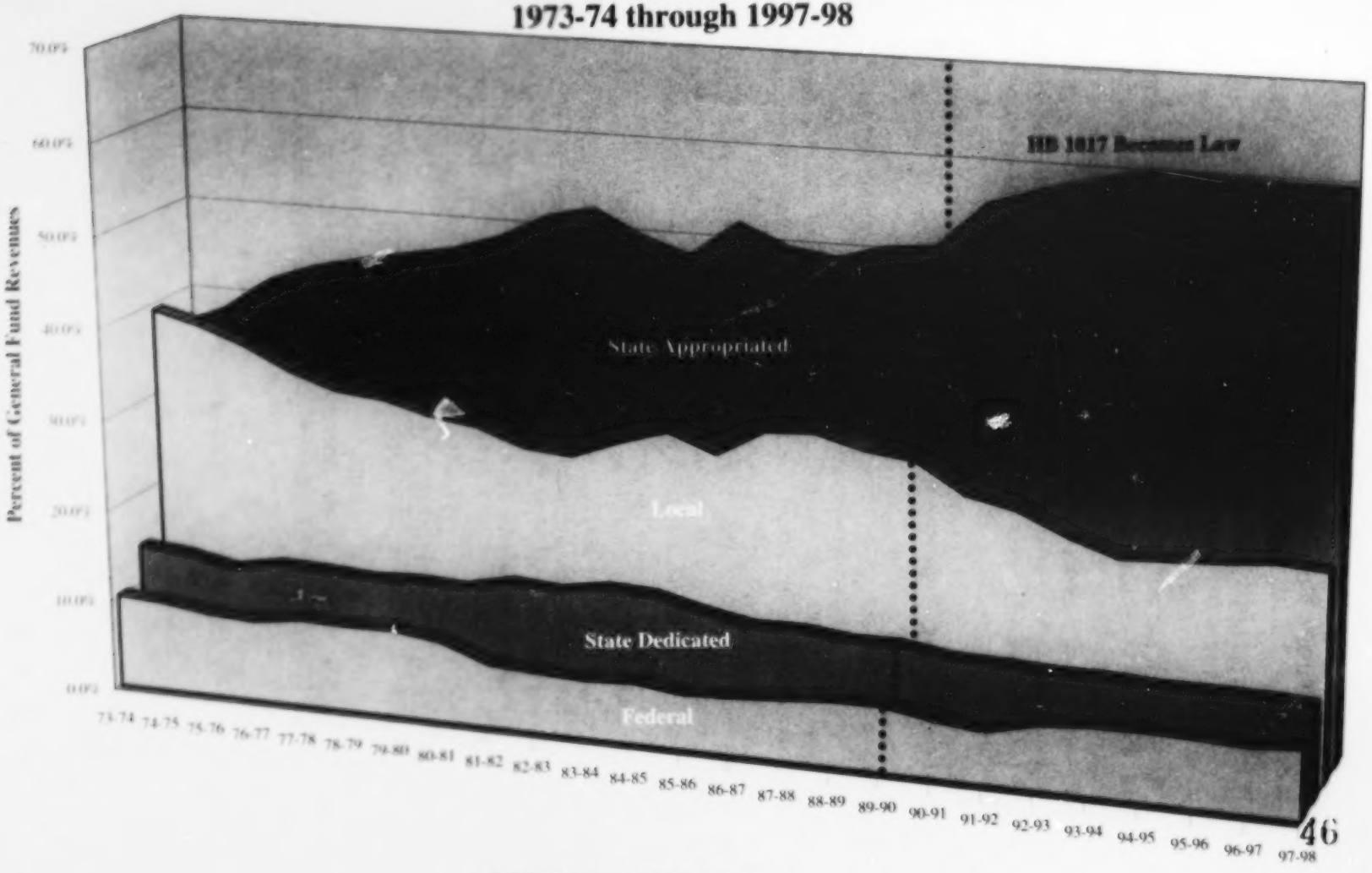
State appropriated revenues are distributed to school districts through the use of the "State Aid Formula." While state tax revenues are collected in a geographically disproportionate manor, the formula strives to distribute state tax dollars equitably to all districts. The formula assesses the actual cost required to dispense education at each school district across the state, taking into account a district's wealth, then funds districts accordingly. The formula takes three cost differences into consideration: (1) differences in the cost of educating various types of students; (2) differences in transportation costs from district to district; and (3) differences in the salaries districts must pay teachers with varying credentials and years of experience. Additionally, the formula proportionately withholds state funds from districts that have a greater ability to raise money through local/county revenues. The Oklahoma Legislature chose to consider the cost associated with educating students by utilizing a student weighting process. State funds are distributed to districts based on the total number of weighted students enrolled at the district. Therefore, the majority of the funding formula deals with assigning weights to students. The concept of allocating funds based on weighted students has been around for decades and is used in many states.

### Weighted Average Daily Membership (WADM)

Prior to discussing the state aid formula, one must first understand Weighted Average Daily Membership (WADM). Weights are assigned to students based on the varying mental and physical characteristics they possess, as well as the grade in which they are enrolled, the size or sparsity of the district, and the experience and educational level of teachers. The students' weights are then added to yield the total student weight for the district. The sum is referred to as the Weighted Average Daily Membership. The student weights are listed in the following table.

## Figure 14

### Percent of General Fund Revenues by Source of Funding
### 1973-74 through 1997-98

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Mental and Physical Condition Weights:

| Condition | WGT. | Physically Handicapped (PH) | 1.20 |
|---|---|---|---|
| Learning Disabilities (LD) | 0.40 | Autism | 2.40 |
| Hearing Impaired (HI) | 2.90 | Traumatic Brain Injury (TBI) | 2.40 |
| Vision Impaired (VI) | 3.80 | Gifted | 0.34 |
| Multiple Handicapped (MH) | 2.40 | Deaf-Blind | 3.80 |
| Speech Impaired (SI) | 0.05 | Bilingual | 0.25 |
| Mentally Retarded (MR) | 1.30 | Special Education Summer Program | 1.20 |
| Emotionally Disturbed (ED) | 2.50 | Economically Disadvantaged | 0.25 |

Grade Level Weights:

| Grade | WGT. | Eighth Grade | 1.20 |
|---|---|---|---|
| Early Childhood (Half Day) | 0.70 | Ninth Grade | 1.20 |
| Early Childhood (Full Day) | 1.30 | Tenth Grade | 1.20 |
| Kindergarten | 1.30 | Eleventh Grade | 1.20 |
| First Grade | 1.351 | Twelfth Grade | 1.20 |
| Second Grade | 1.351 | Non-Graded | 1.20 |
| Third Grade | 1.051 | Out of Home Placement 1 (OHP1) | 1.50 |
| Fourth Grade | 1.00 | Out of Home Placement 2 (OHP2) | 1.80 |
| Fifth Grade | 1.00 | Out of Home Placement 3 (OHP3) | 2.30 |
| Sixth Grade | 1.20 | Out of Home Placement 4 (OHP4) | 3.00 |
| Seventh Grade | 1.20 | | |

District Size or Sparsity Weights:

Schools can also receive additional weighting on a per student basis if they have fewer than 529 students. Very small schools have few students per teacher and, therefore, require more money per student for teacher funding. On the other hand, if the student population is sparsely distributed within the district boundaries, districts can receive additional weighting for the cost of busing children relatively long distances. Districts can receive weights from only one of these two factors.

Teacher Credential Weights:

| YEARS OF EXPERIENCE | BACHELORS | MASTERS | DOCTORATE |
|---|---|---|---|
| Zero to Two | 0.7 | 0.9 | 1.1 |
| Three to Five | 0.8 | 1.0 | 1.2 |
| Six to Eight | 0.9 | 1.1 | 1.3 |
| Nine to Eleven | 1.0 | 1.2 | 1.4 |
| Twelve to Fifteen | 1.1 | 1.3 | 1.5 |
| Over Fifteen | 1.2 | 1.4 | 1.6 |

State funds are distributed to districts based on a "Per Weighted ADM" basis. Districts receive state funding based on their highest "Weighted ADM" for the last three years. This allows districts with declining enrollments a budgetary cushion and allows them to plan accordingly.

## The Funding Formula

A basic interpretation of the formula is: **Total State Aid Allocation = Foundation Aid + Transportation Allocation + Teacher Salary Incentive Allocation**. The formula is described in more detail below.

### *FOUNDATION AID*

Foundation Aid is the WADM multiplied by a state foundation factor with "chargeables" or certain local revenues deducted from the resulting product. School districts with large amounts of income from local sources receive relatively small amounts of money from the state. However, this amount can never be less than zero.

### *TRANSPORTATION ALLOCATION*

The second consideration in the funding formula deals with transportation costs. This part of the formula uses a per capita allowance based on student density multiplied by the number of students transported (hauled) each day. The resulting product is then multiplied by a "Transportation Factor" which is determined by the state.

### *TEACHER SALARY INCENTIVE*

The third and final aspect of the funding formula deals with Teacher Salary Incentive. An incentive amount is calculated by multiplying an "Incentive Aid Factor" by the WADM. Subtracted from this product is the Adjusted District Assessed Valuation expressed in thousands of dollars. Teacher Salary Incentive is finally derived by multiplying the resulting amount by 20 mills. For more information on the state funding formula, refer to the "School Finance – Technical Assistance Document," published by the State Department of Education.

# Expenditures

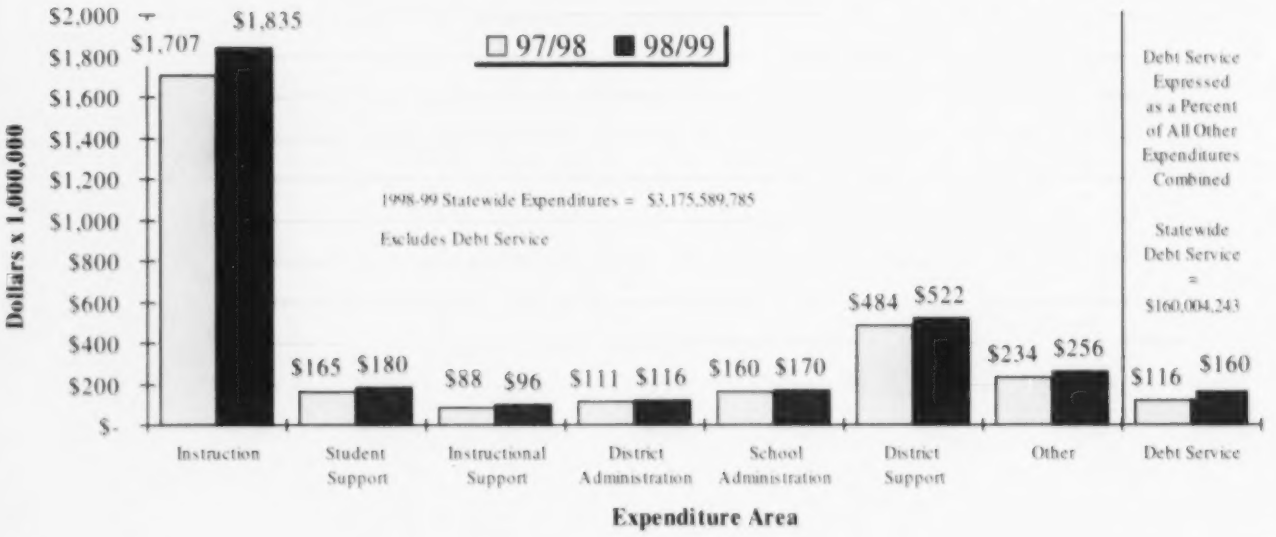
Figure 15 shows expenditures from ALL FUNDS on a percentage basis for the last two years. In "Profiles 1999," expenditure amounts are classified into eight areas: Instruction, Student Support, Instructional Support, District Administration, School Administration, District Support, Other, and Debt Service (See Appendix D for a detailed listing of all accounts). Debt service is graphed separately (as a percentage of the total of the other seven areas combined) in order to standardize the expenditure percentages in the seven core expenditure areas. The majority of districts do not have outstanding bonds, and consequently they have no expenditures in the Debt Service category (0%).

By graphing Debt Service separately, districts that use bonds to build new facilities, make major renovations, or to purchase buses, technology, textbooks, etc., will not appear to have smaller expenditure percentages in the other primary areas.

The largest expenditure is in the area of "Instruction" (57.8%) with the "District Support" category a distant second (16.4%). District Support includes the district business office plus maintenance and operation of buildings and vehicles. Statewide total expenditures from ALL FUNDS were $3.3 billion.

## Figure 15

## State Level Expenditures Based on ALL FUNDS




| | Percent of Total Expenditure in Each Area | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1997-98** | 57.9% | 5.6% | 3.0% | 3.8% | 5.4% | 16.4% | 7.9% | 4.0% |
| **1998-99** | 57.8% | 5.7% | 3.0% | 3.6% | 5.4% | 16.4% | 8.1% | 5.0% |

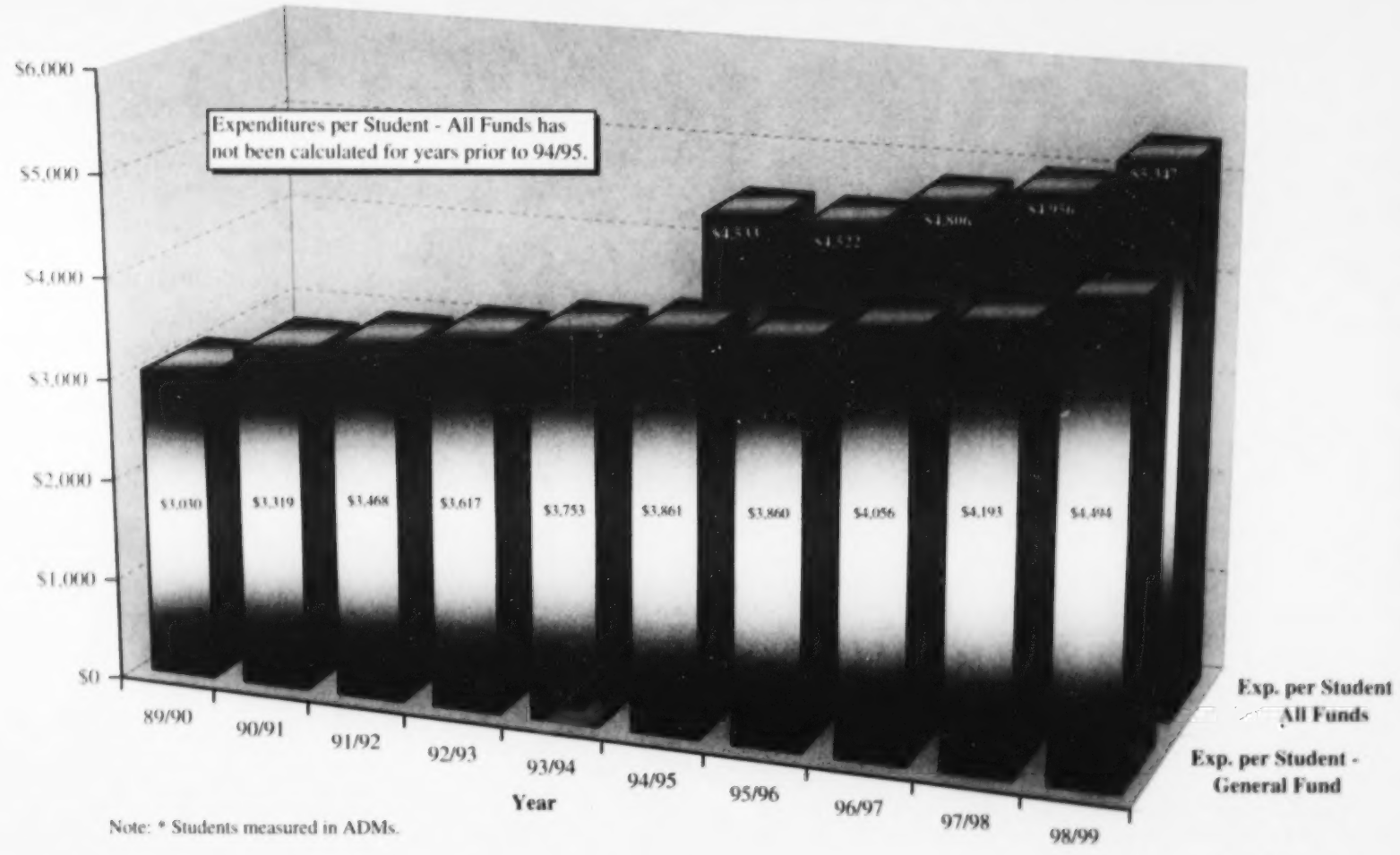
See Appendix D for a complete listing of all accounts under each expenditure area.

Data Source: State Department of Education

Figure 16 contrasts the conventional General Fund to the ALL FUNDS accounting of expenditures per student. The graph shows General Fund Expenditures per student for years 1989-90 through 1998-99 and expenditures from ALL FUNDS for school years 1994-95 through 1998-99. The expenditure per student using the General Fund in 1998-99 was $4,494, compared to $5,347 from ALL FUNDS, a difference of $853 dollars per student. Per-student funding increased $301 in the General Fund category and $391 in the ALL FUNDS category between the 1997-98 and 1998-99 school years. Per student funding varied greatly across the state (Figure 17). Based on ALL FUNDS, including Debt Service, expenditures ranged from a high of $22,034 per student at one district to a low of $3,968 per student at another.

## Figure 16

## State Level Expenditures Per Student*
## Using General Fund and ALL FUNDS




Note: * Students measured in ADMs.





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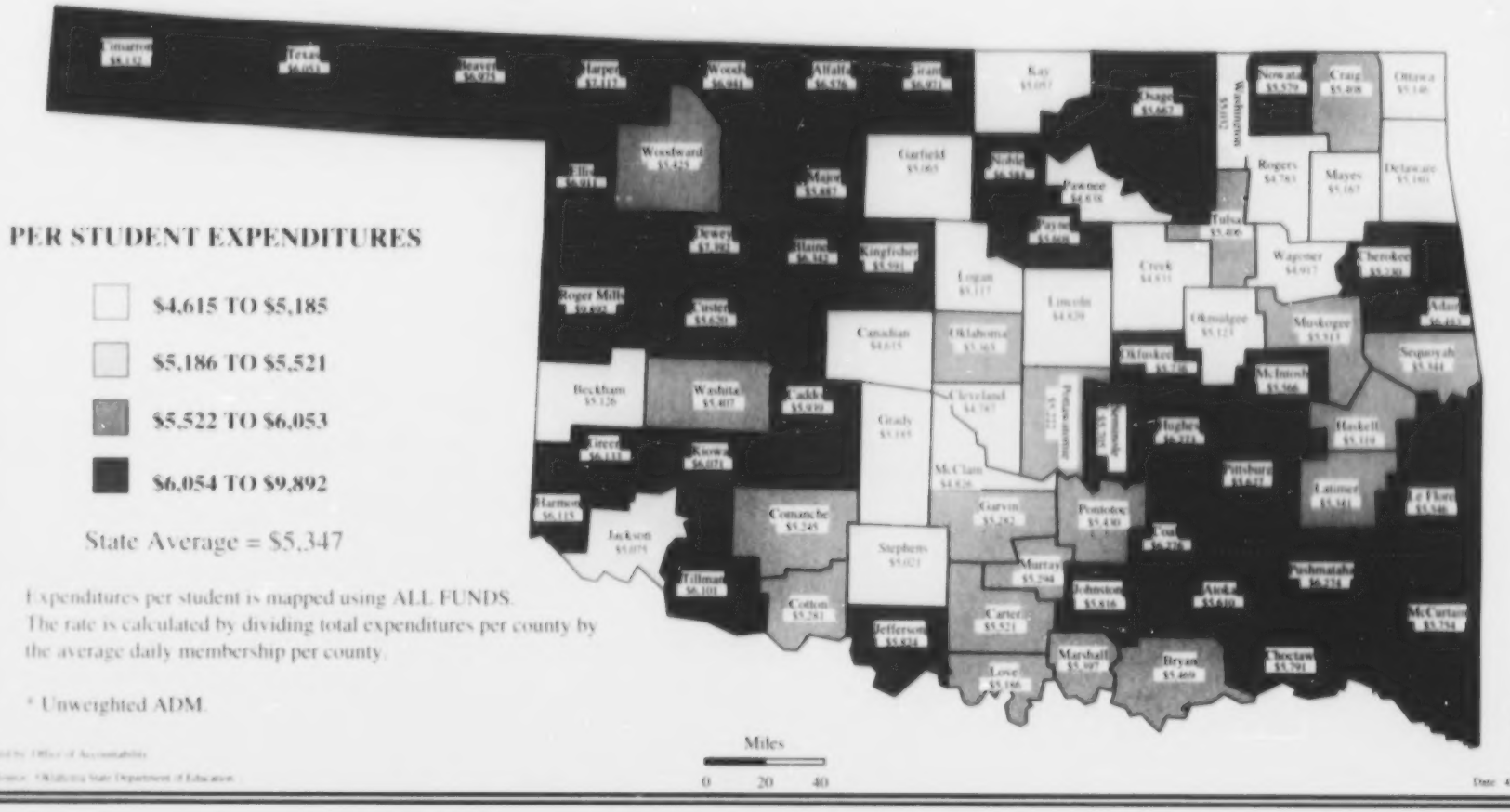
# Figure 17

# PER STUDENT* EXPENDITURES
# PUBLIC SCHOOLS - 1998-99 SCHOOL YEAR


PER STUDENT EXPENDITURES
$4,615 TO $5,185
$5,186 TO $5,521
$5,522 TO $6,053
$6,054 TO $9,892
State Average = $5,347
Expenditures per student is mapped using ALL FUNDS. The rate is calculated by dividing total expenditures per county by the average daily membership per county.
* Unweighted ADM.
Miles
0 20 40





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# III. STUDENT PERFORMANCE

## ACHIEVEMENT TESTS

Student performance is often viewed as the culmination of all the factors that contribute to the educational process. Socioeconomics, community support, parental involvement, educational facilities, equipment, and programs, as well as teacher and student motivation, all factor together simultaneously to influence student performance.

Standardized achievement tests are the most commonly used measure of student performance. In Oklahoma, the two state-mandated tests are the Iowa Test of Basic Skills and the Oklahoma Core Curriculum Test.

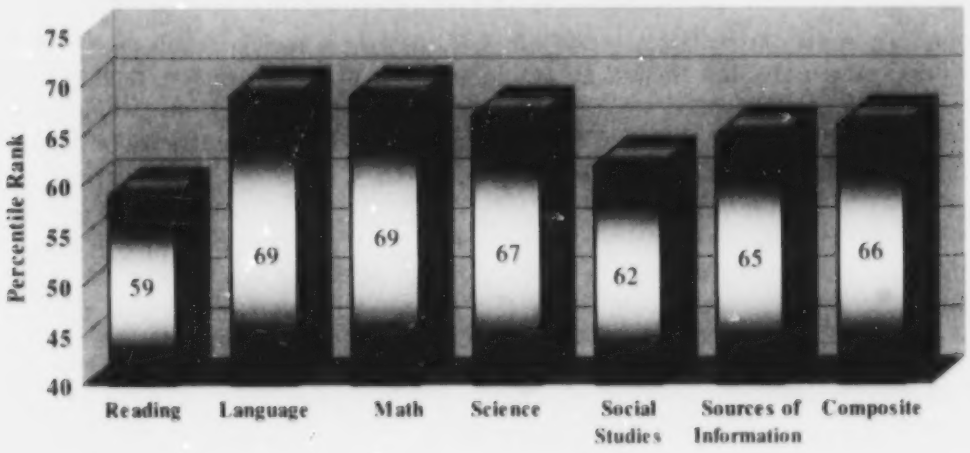
The Oklahoma School Testing Program was established by passage of Senate Bill (SB) 183 in 1989. SB 183 prescribed that all public school students take norm-referenced tests in grades 3, 5, 7, 9, and 11. The bill was amended by House Bill (HB) 1441, section 2, of the 1994 Regular Session. HB 1441 provided that beginning with the 1994-95 school year, the State Board of Education shall cause norm-referenced tests to be administered to every public school student enrolled in grades 3 and 7 with criterion-referenced tests to be phased in by subject area and administered in grades 5, 8 and 11.

In previous years, students who had limited English proficiency (LEP), and/or students who had individualized education programs (IEP) (usually special education students), were exempt from testing. However, many districts made it their policy to test all students, regardless of whether they were exempt, or not. This situation made it difficult to compare test scores from one district to the next. In 1998-99, for the first time ever, it was mandated that all students be tested and it followed that the results were released in three categories: 1) Regular Education, 2) Alternative Education, and 3) Special Education. The scores posted in Profiles 1999 include only the results of "Regular Education" students.

## The Iowa Test of Basic Skills (ITBS)

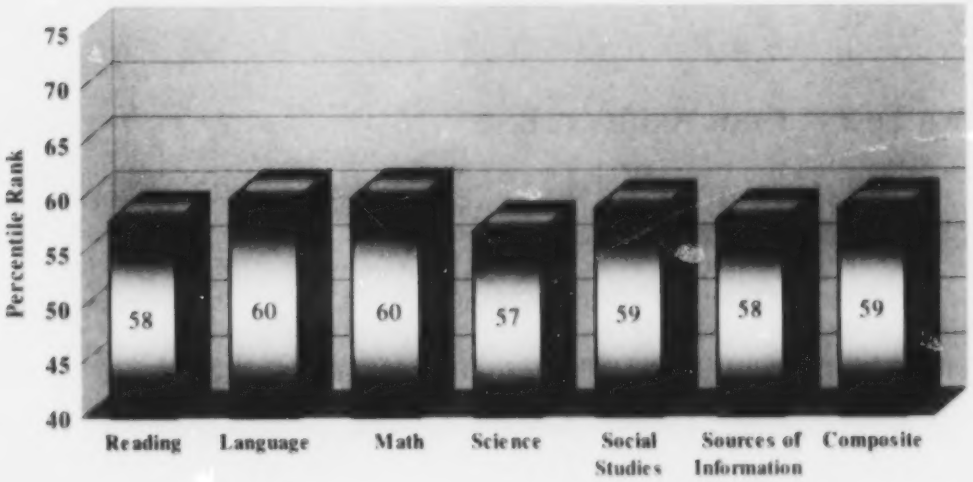
The Iowa Test of Basic Skills (ITBS) is a Norm-Referenced Test (NRT), developed by the Riverside Publishing Company for use by schools across the nation. A norm-referenced test enables student performance on certain academic subjects to be compared to that of their national and state counterparts. Its focus is on student progress and diagnosis of strengths and weaknesses. For each grade tested using the ITBS, a norm group is randomly selected from students across the nation. This group is then administered the test and their average performance is considered to be the average for the nation. This average performance equates to a National Percentile Rank (NPR) of 50. The NPR received by other students taking the test can then be evaluated against the standardized NPR of 50. For example, in 1998-99, Oklahoma 3rd grade students scored at the 62nd percentile rank on the social studies section of the ITBS and therefore scored higher than 62% of 3rd graders in the national

## Figure 18
## Oklahoma Third Grade ITBS National Percentile Ranks by Subject Area 1998-99




Data Source: State Department of Education

## Figure 19
## Oklahoma Seventh Grade ITBS National Percentile Ranks by Subject Area 1998-99




Data Source: State Department of Education

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norm group taking the test (Figure 18). This score was notably higher than the average of the national norm group. However, the State's 7th graders, with an NPR of 59, scored closer to the average of the national norm group on the social studies portion of the ITBS (Figure 19). Note also that the national norms were established by Riverside during the 1993-94 school year and will be used for comparative purposes through 1998-99.

The percentage of the student body that is tested is another important factor to consider when evaluating testing results. The percentage of students tested is calculated by taking the maximum number of "Regular Education" students tested in any one of the subject areas on the ITBS and dividing it by the current enrollment counts that the testing coordinator at each school site provided current enrollment counts for the days dated tests were administered via a testing survey that was administered by the State Department of Education.

Statewide, a very reasonable percentage of "Regular Education" students were tested using the ITBS during the 1998-99 testing cycle. Eighty-four percent (84%) of 3rd graders took the ITBS. Of the 925 3rd grade sites that correctly completed the testing survey, 110 schools tested fewer than 70% of their students and 12 schools tested less than 50% of students. On the other hand, 138 schools tested more than 95% of their students. For the 7th grade 87% of students took the ITBS statewide. Of the 594 7th grade sites that correctly completed the testing survey, 42 tested fewer than 70% of their students and three tested fewer than 50% whereas, 74 sites tested more than 95% of their students.

## The Oklahoma Core Curriculum Test

The Oklahoma Core Curriculum Test is a criterion-referenced test (CRT) which uses a different methodology than the norm-referenced tests (NRT) discussed earlier. CRTs evaluate whether or not a student can satisfactorily perform a specified set of academic skills. The Oklahoma Core Curriculum Test is not nationally normed and does not provide a basis for comparing Oklahoma students to their national counterparts. It was designed to test a student's competency in certain subject areas as specified in the Priority Academic Student Skills (PASS). PASS is said to be an "Oklahoma Curriculum, designed by Oklahomans." PASS represents the basic skills and knowledge all Oklahoma students should learn in the elementary and secondary grades and the Oklahoma Core Curriculum Test was designed to evaluate whether students had satisfactorily achieved these academic skills. The test offers a "snap-shot glimpse" of student performance by grade and subject area.

Oklahoma law requires that the State Board of Education develop CRTs which evaluate students on the specific skills that all Oklahoma public school students are expected to have mastered in grades 5, 8, and 12 (12th grade CRT is given in the 11th grade). The level of academic performance that each student must meet is established by the State Board of Education. The minimum level of competency set by the State Board of Education for the Oklahoma Core Curriculum test is a score of "Satisfactory." The score of "Satisfactory" represents the level of knowledge a student should have in a given subject area of PASS. Performance for schools and districts is then reported by the percentage of students that meet this satisfactory mark (see table next page).

# Oklahoma Core Curriculum Test Results
# Percent Scoring Satisfactory* by Subject, Grade and Year

## 5th Grade Results:

| Subject Area | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99** |
|---|---|---|---|---|---|
| Science | 79% | 78% | 81% | 85% | 81% |
| Mathematics | 79% | 77% | 80% | 82% | 85% |
| Reading | Not Tested | 76% | 77% | 76% | 80% |
| Writing | Not Tested | 95% | 95% | 91% | 92% |
| US Hist./Const./Gov. | Not Tested | Not Tested | 71% | 73% | 75% |
| Geography | Not Tested | Not Tested | Not Tested | 57% | 68% |

## 8th Grade Results:

| Subject Area | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99** |
|---|---|---|---|---|---|
| Science | 75% | 78% | 77% | 78% | 79% |
| Mathematics | 70% | 74% | 72% | 71% | 75% |
| Reading | 70% | 70% | 72% | 75% | 81% |
| Writing | 88% | 94% | 89% | 91% | 97% |
| US Hist./Const./Gov. | Not Tested | Not Tested | 58% | 59% | 65% |
| Geography | Not Tested | Not Tested | Not Tested | 46% | 49% |

## 11th Grade Results:

| Subject Area | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99** |
|---|---|---|---|---|---|
| Science | 70% | 71% | 72% | 75% | 74% |
| Mathematics | 56% | 59% | 58% | 61% | 60% |
| Reading | Not Tested | 73% | 75% | 72% | 75% |
| Writing | Not Tested | 87% | 94% | 94% | 97% |
| US Hist./Const./Gov. | Not Tested | Not Tested | 74% | 73% | 82% |
| Geography | Not Tested | Not Tested | Not Tested | 43% | 50% |
| Oklahoma History | Not Tested | Not Tested | Not Tested | 49% | 60% |

Note: * Satisfactory or above for the 1998-99 writing scores. ** Indicates a change in testing company and results are posted for "Regular Education" students only.

Data Source: State Department of Education

Again, it is important to consider the percentage of students that were tested. The methodology used to calculate the percentage of "Regular Education" students tested using the Oklahoma Core Curriculum Test was the same as that used for the ITBS. Statewide, a very respectable percentage of students were tested during the 1998-99 testing cycle. Eighty-seven (87%) of 5th graders took the CRT. Of the 715 sites that correctly completed the 5th grade testing survey, 59 schools tested fewer than 70% of their students and five schools tested less than 50%, whereas, 141 schools tested more than 95% of their students. For the 8th grade, 89% of students took the CRT statewide. Of the 434 sites that correctly completed the 8th grade testing survey, only 12 schools tested fewer than 70% of their students and only one tested fewer than 50%. Ninety-three schools tested more than 95% of their students. The 11th grade results showed that 89% of students were tested at the 336 sites that properly completed the testing survey statewide. Additionally, only five sites tested less than 70% of their students and none tested less than 50%. Eighty sites tested more than 95% of their students. State law requires that students who do not perform satisfactorily on the Core Curriculum Tests be given opportunities for remediation.

## The Oklahoma Performance Benchmark

The statewide results of the Core Curriculum Tests for the 1998-99 school year are encouraging. They show that for most subjects, the bulk of Oklahoma students can satisfactorily perform the skills outlined in PASS. And, if the percentage of students achieving "Satisfactory" at each site across the state were similar to the statewide results, Oklahomans would have little to worry about concerning their K-12 education system. However, student performance varies greatly from site to site across the state.

Just as students are expected to perform at a minimum level of competency, schools should also be able to achieve a minimum level of performance. In an attempt to evaluate schools' overall performance in preparing students for the Core Curriculum Tests, the Secretary of Education and Education Oversight Board chose "70% of students achieving a score of satisfactory or above" as a logical minimum performance benchmark for schools to achieve.

Figures 20 through 22 display schools' overall performance in preparing students in the Priority Academic Student Skills as measured by the Oklahoma Core Curriculum Tests. These figures show the number of schools that have 70% or more of their students scoring "satisfactory or above" on the Core Curriculum Tests by grade and number of subject areas.

## The National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP) is a testing program administered by the U.S. Department of Education. The mission of NAEP is to collect, analyze, and present reliable information about what American students know and can do. NAEP monitors the progress of education at both the national and state level by testing representative samples of students in grades 4, 8, and 12 in the areas of math, science, reading, writing, geography, history, and other subjects as selected by the NAEP board. The performance results are only provided on groups. NAEP is forbidden by federal law to report results at the individual student, school or district level. Also, it is

the option of each state whether or not to participate. All NAEP assessment questions are based on subject-area-specific content frameworks that were developed through a national consensus process involving teachers, curriculum experts, parents, and members of the general public. NAEP is a reliable measure that many states use to evaluate the soundness of their educational system in relation to those of other states. It also helps to corroborate the results of the other achievement tests administered within the state.

NAEP was authorized by Congress in 1969 and was only required to assess reading, mathematics, and writing at least once every five years. In 1990, federal legislation was passed which required assessments in reading and mathematics at least every two years, in science and writing at least every four years, and in history or geography and other subjects selected by the NAEP governing board at least every six years. Individual states are only tested periodically by NAEP and only in certain subject areas and certain grades. The following chart shows the subjects tested at the state level by year and grade.

## National Assessment of Educational Progress (NAEP) Testing Schedule for State-by-State Results by Year, Subject and Grade Tested

| | Math | | Reading | | Writing | | Science | |
|---|---|---|---|---|---|---|---|---|
| Year | 4th Grade | 8th Grade | 4th Grade | 8th Grade | 4th Grade | 8th Grade | 4th Grade | 8th Grade |
| 1991 | | Tested | | | | | | |
| 1992 | Tested | Tested | Tested | | | | | |
| 1994 | | | Tested | | | | | |
| 1996 | Tested | Tested | | | | | | Tested |
| 1998 | | | Tested | Tested | | Tested | | |

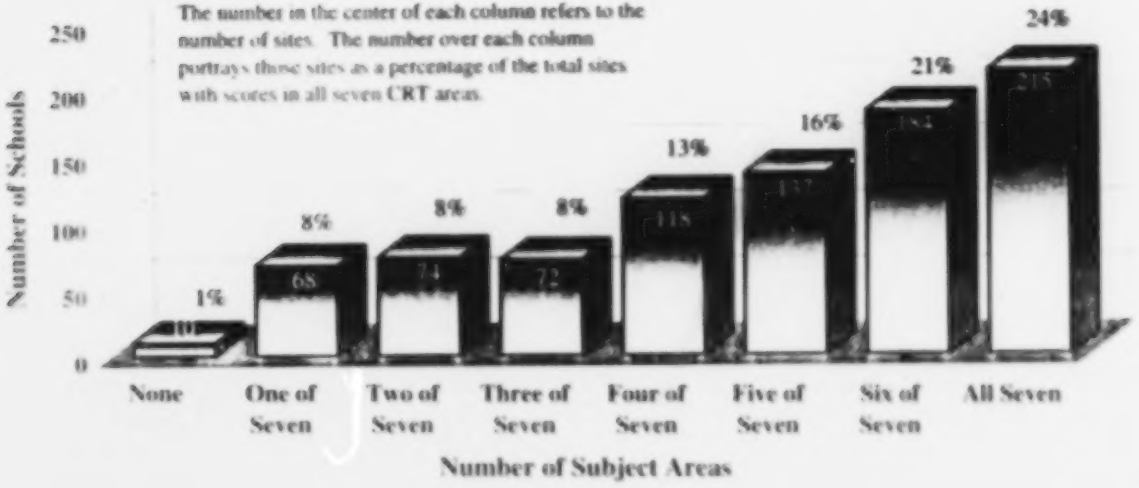
Note: Oklahoma did not participate in the NAEP program during the 1994 and 1996 testing cycles.

Oklahoma's 1998 NAEP reading and writing results are very encouraging (Appendix E). The writing results became available in September of 1999 and show that Oklahoma students scored well compared to students in other states. At the national-level, the NAEP writing test evaluated a sample of students in grades 4, 8, and 12, but only the 8th grade students were tested on a state-by-state basis. Oklahoma's 8th grader's score of 152 was the fifth highest score in the nation. Of the 35 states that participated in the testing program, six states scored higher than Oklahoma and 28 scored lower.

Oklahoma also scored well on the 1998 NAEP reading test. Of the 39 states tested in 4th grade reading, Oklahoma's score of 220 was the seventh highest score. Ten states scored higher than Oklahoma and 28 states scored lower. Looking at the 8th grade reading results, Oklahoma's score of 265 was the seventh highest score of the 36 states tested, with nine states scoring better than Oklahoma, two scoring the same, and 24 scoring lower.

Comparisons of Oklahoma's prior NAEP performance to its most recent performance are limited in scope. With Oklahoma electing not to participate in NAEP during the 1994 and 1996 testing cycles, only the 4th grade reading scores can be compared from 1992 to 1998. In making this comparison, Oklahoma's rather high score of 220 in 1998 is exactly the same as it was in 1992. The Oklahoma Legislature mandated Oklahoma's participation in all future NAEP testing in 1997.

# Figure 20
## Schools with 70% or More of Students Scoring "Satisfactory"
## On the Oklahoma Core Curriculum Test by Number of Subject Areas
## Fifth Grade Criterion-Referenced Test (CRT)
### 1998-99 School Year




## Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

| Size of District in which Site Operates | Number of School Sites Scoring "Satisfactory" by Number of Subject Areas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | None | One | Two | Three | Four | Five | Six | All Seven | Total |
| **10,000 or More** | 5 | 30 | 28 | 18 | 23 | 30 | 38 | 86 | **258** |
| **5,000 - 9,999** | | 2 | 1 | 2 | 8 | 6 | 16 | 33 | **68** |
| **2,000 - 4,999** | | 5 | 2 | 5 | 10 | 17 | 19 | 20 | **78** |
| **1,000 - 1,999** | | 4 | 4 | 3 | 13 | 21 | 23 | 14 | **82** |
| **500 - 999** | | 6 | 15 | 22 | 24 | 23 | 33 | 29 | **152** |
| **250 - 499** | 1 | 6 | 8 | 8 | 22 | 19 | 26 | 11 | **101** |
| **Less than 250** | 4 | 15 | 16 | 14 | 18 | 21 | 29 | 22 | **139** |
| **Total Sites** | **10** | **68** | **74** | **72** | **118** | **137** | **184** | **215** | **878** |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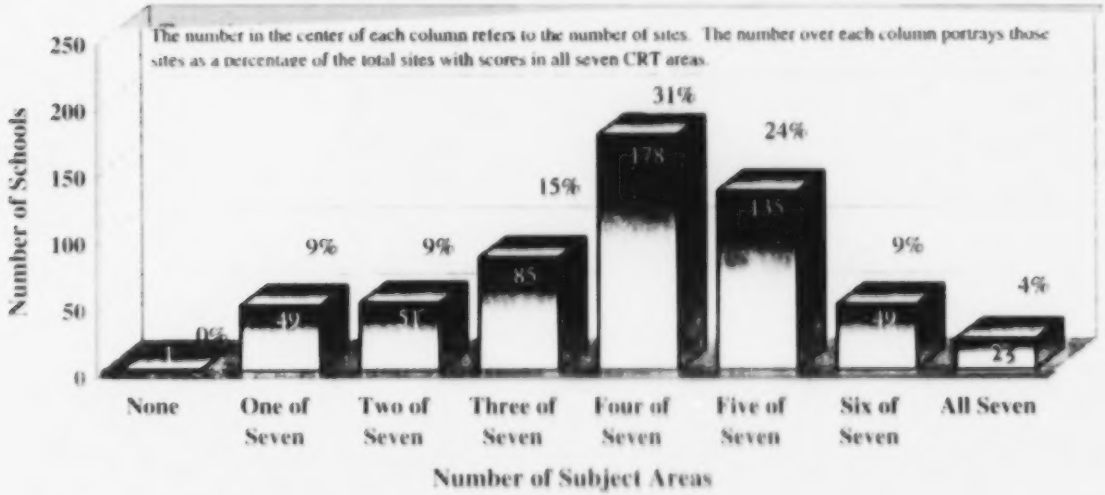
# Figure 21

## Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas Eighth Grade Criterion-Referenced Test (CRT)

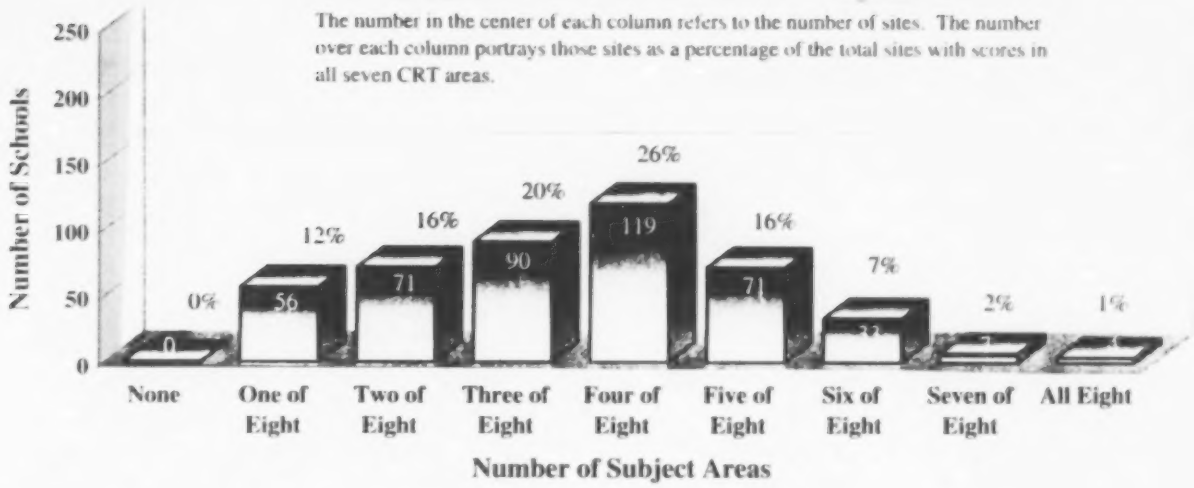
**1998-99 School Year**




### Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

| Size of District in which Site Opperates | Number of School Sites Scoring "Satisfactory" by Number of Subject Areas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | None | One | Two | Three | Four | Five | Six | All Seven | Total |
| **10,000 or More** | | 14 | 5 | 7 | 7 | 16 | 6 | 3 | **58** |
| **5,000 - 9,999** | | | 2 | 1 | 5 | 5 | 3 | 2 | **18** |
| **2,000 - 4,999** | | 2 | 2 | 3 | 17 | 10 | 1 | | **35** |
| **1,000 - 1,999** | | 1 | | 14 | 35 | 21 | 5 | 1 | **77** |
| **500 - 999** | | 4 | 8 | 18 | 44 | 22 | 4 | 1 | **101** |
| **250 - 499** | 1 | 12 | 18 | 20 | 44 | 39 | 11 | 5 | **150** |
| **Less than 250** | | 16 | 16 | 22 | 26 | 22 | 19 | 11 | **132** |
| **Total Sites** | **1** | **49** | **51** | **85** | **178** | **135** | **49** | **23** | **571** |

# Figure 22
## Schools with 70% or More of Students Scoring "Satisfactory" On the Oklahoma Core Curriculum Test by Number of Subject Areas
## Eleventh Grade Criterion-Referenced Test (CRT)
### 1998-99 School Year




## Number of School Sites Scoring "Satisfactory" by Size of the District in which the Site Operates

| Size of District in which Site Opperates | Number of School Sites Scoring "Satisfactory" by Number of Subject Areas | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | None | One | Two | Three | Four | Five | Six | Seven | All Eight | Total |
| 10,000 or More | | 8 | 4 | 3 | 10 | 6 | 2 | 1 | 2 | 36 |
| 5,000 - 9,999 | | | | 1 | 3 | 2 | 3 | | 1 | 10 |
| 2,000 - 4,999 | | 1 | 5 | 5 | 15 | 5 | 3 | | | 34 |
| 1,000 - 1,999 | | 4 | 12 | 23 | 19 | 14 | 4 | | | 76 |
| 500 - 999 | | 23 | 24 | 26 | 28 | 17 | 11 | 2 | | 131 |
| 250 - 499 | | 9 | 14 | 21 | 31 | 17 | 3 | 1 | | 96 |
| Less than 250 | | 11 | 12 | 11 | 13 | 10 | 7 | 3 | 1 | 68 |
| Total Sites | 0 | 56 | 71 | 90 | 119 | 71 | 33 | 7 | 4 | 451 |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# HIGH SCHOOL PERFORMANCE MEASURES

## High School Dropout Rates

There are a number of ways to calculate high school dropout rates. The most holistic methodology follows students through their high school career. At the end of four years the total number of dropouts is divided by the number of students in the starting group minus those that may have transferred to other schools or left the state. Oklahoma State Statutes, however, require dropouts to be calculated using a different methodology. The dropout calculations are based on a single-year snapshot of dropout activity. Each year, the total number of dropouts is tabulated by district, by grade, and is then compared to the district's average daily membership by grade. The numbers are aggregated to generate state-level numbers. During the 1994-95 school year, the legal definition for "school dropout" changed from, "any student who is under the age of eighteen (18)," to "any student who is under the age of nineteen (19), and has not graduated from high school." The law goes on to state that these students must not be attending any other public or private school or otherwise be receiving an education pursuant to the law, for the full term that the school in which they reside is in session. For the two transition years, the high school dropout rates (grades 9 through 12) are graphed for both "under age 18" and "under age 19" so that comparisons can be made with previous years (Figure 23).

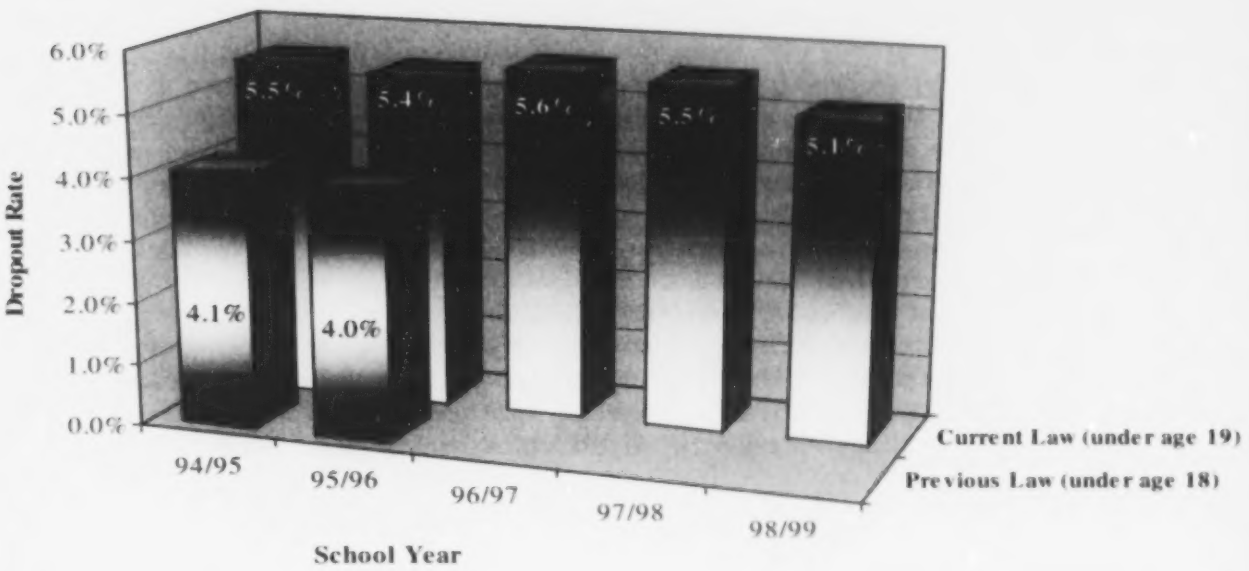
### Single Year Dropout Figures
### Grades 9-12 Under Age 19

| Year | 1997-98 | 1998-99 |
|---|---|---|
| Average Daily Membership | 173,802 | 175,510 |
| Dropouts | 9,624 | 8,876 |
| Dropout Rate | 5.5% | 5.1% |

Dropout rates vary greatly from district to district and county to county across the state (Figure 24). At one district in Oklahoma, more than 1/3 of the 9-12 grade student body dropped out during the 1998-99 school year. Sixty-seven districts, however, did not loose a single student.

Although Oklahoma lacks the databases required to calculate a cohort dropout rate, a feel for total student loss can be obtained by looking at ADM counts for a given Graduating Class as they progress from grade to grade. Figure 25 shows ADM counts for five graduating classes, 1995 through 1999, as they progress through the grades. The table shows that, on average, 22% of students are lost between grades 9 and 12. There are many reasons that students disappear from the State enrollment rosters (transfers out of state, transfers to private schools, and even incarceration or death). However, knowing that the annual dropout rate exceeds 5%, it is reasonable to conclude that the majority of student loss over the four-year period is the result of student dropouts. It should also be realized that Oklahoma has a few districts where annual dropout rates exceed 15%, meaning that more students will dropout during the four-year period than will graduate.

## Figure 23
## Oklahoma Single-Year Dropout Rates 9th through 12th Grade




Data Source: State Department of Education

## Dropout Prevention

Intervention efforts are being made for students who are at-risk of dropping out of school. Some of these include: Alternative Approach Grants, Deregulation, Alternative Education Academies, and Dropout Recovery Program Grants (for area vocational-technical school districts serving school districts that do not have intensive dropout prevention programs and have the greatest need for dropout prevention and recovery).

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# Figure 24

# AVERAGE HIGH SCHOOL DROPOUT RATE
# PUBLIC HIGH SCHOOLS - 1998-99 SCHOOL YEAR

Dropout rates are calculated on 9th through 12th graders below the age of 19. The number of 9th through 12th grade dropouts is divided by 9th through 12th grade average daily membership.

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Data Source: Oklahoma State Department of Education
Date: 4/1/2000





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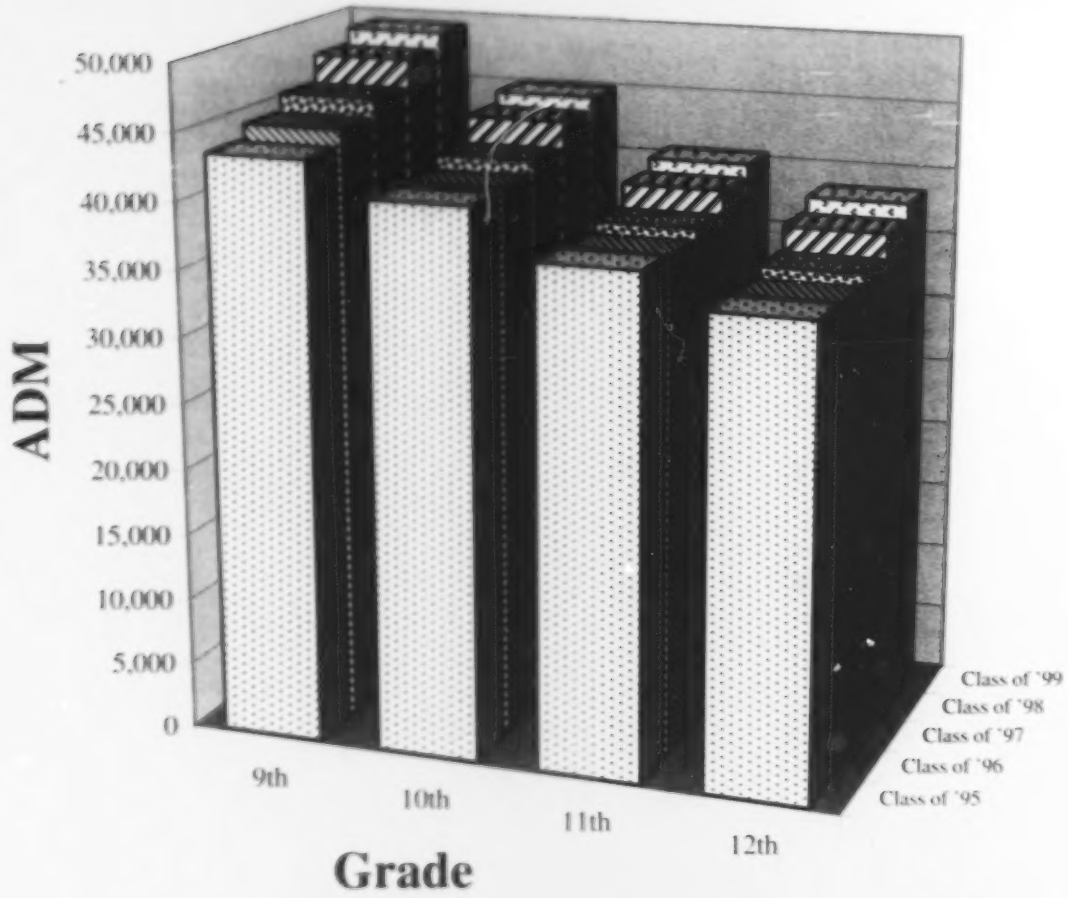
## Figure 25

### Average Daily Membership by Graduating Class
### Statewide Student Loss Grades 9 through 12




| Grade | Average Daily Membership | | | | % Loss |
|---|---|---|---|---|---|
| | 9th | 10th | 11th | 12th | 9th - 12th |
| Class of '95 | 43,607 | 41,119 | 37,526 | 35,066 | -20% |
| Class of '96 | 44,693 | 41,196 | 37,286 | 34,879 | -22% |
| Class of '97 | 45,939 | 42,093 | 37,956 | 35,541 | -23% |
| Class of '98 | 47,966 | 43,910 | 39,540 | 37,181 | -22% |
| Class of '99 | 49,136 | 44,781 | 40,365 | 38,184 | -22% |
| Five-Year Agerage | 46,268 | 42,620 | 38,534 | 36,170 | -22% |

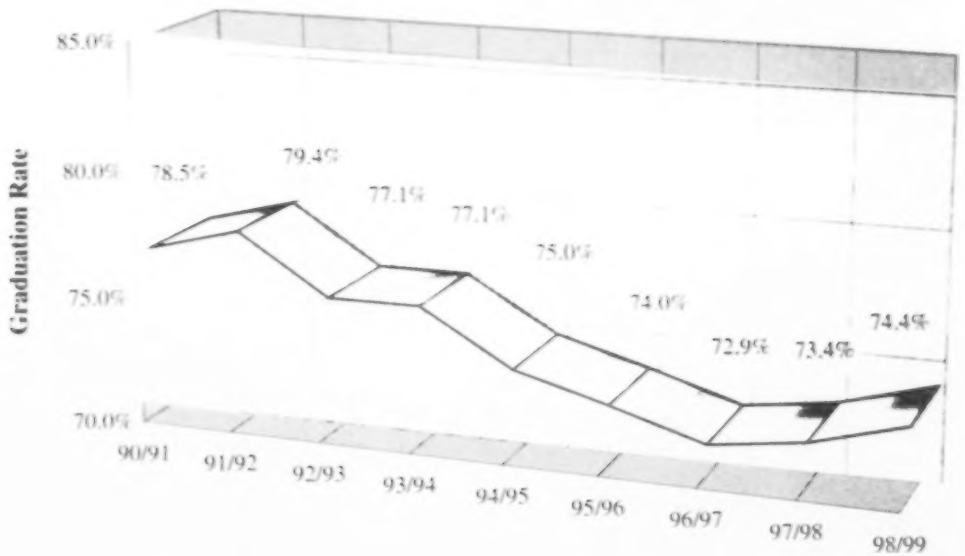
Data source: State Department of Education

## Graduation Rate

The Oklahoma graduation rate is calculated by comparing the current number of graduates to the 9th grade student enrollment (ADM) four years earlier. This method, when used at the state level, gives a reliable estimate of the number of high school students who attain a high school diploma in four years. Using this method, the 1998-99 statewide graduation rate is 74.4% (36,486 graduates in 1998-99 divided by a 9th grade ADM of 49,064 in 1995-96). The rate increased one percentage point from 1997-98, but is down 5.0 percentage points since 1991-92 (Figure 26).

This is the most accurate system that currently exists for determining high school graduation rates within the state. Oklahoma currently has no statewide student record keeping system. Therefore it is impossible to follow students migrating into, or out of, the state, or between districts during their high school career. For comparative purposes, the national-level graduation rate based on a similar methodology was 67.5%* for 1997-98. (US Department of Education, National Center for Education Statistics, 1998 Digest of Education Statistics – Table 102 and 1996 Digest of Education Statistics – Table 40, * based on estimated graduates.)

### Figure 26
### Oklahoma High School Graduation Rates
### Graduates as a Percent of Freshmen 4 Years Earlier




Note: Oklahoma does not have a statewide student record keeping system and, therefore, lacks the ability to follow student migration, which is critical to the accurate determination of a graduation rate.

Data Source: State Department of Education



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A more complete accounting of the state's annual graduation picture is given in the table below. In1998-99, Oklahoma's 12th grade fall enrollment was 39,582 and from that group 37,396 students graduated (includes all public school sites statewide). The 12th grade dropout total of 1,689 includes all ages and 497 students were unaccounted for in the system. Oklahoma's event graduation rate for 1998-99 was 94.5%.

## Oklahoma Rates

| Category | 1997-98 | | 1998-99 | |
|---|---|---|---|---|
| | Number of Students | Rate | Number of Students | Rate |
| 12th Grade Enrollment (Fall) | 37,468 | | 39,582 | |
| Graduates (Event Rate) | 35,143 | 93.8% | 37,396 | 94.5% |
| Dropouts (12th grade) | 1,898 | 5.1% | 1,689 | 4.3% |
| Remainder of Students | 427 | 1.1% | 497 | 1.2% |

Data Source: State Department of Education.

## American College Testing (ACT) Program

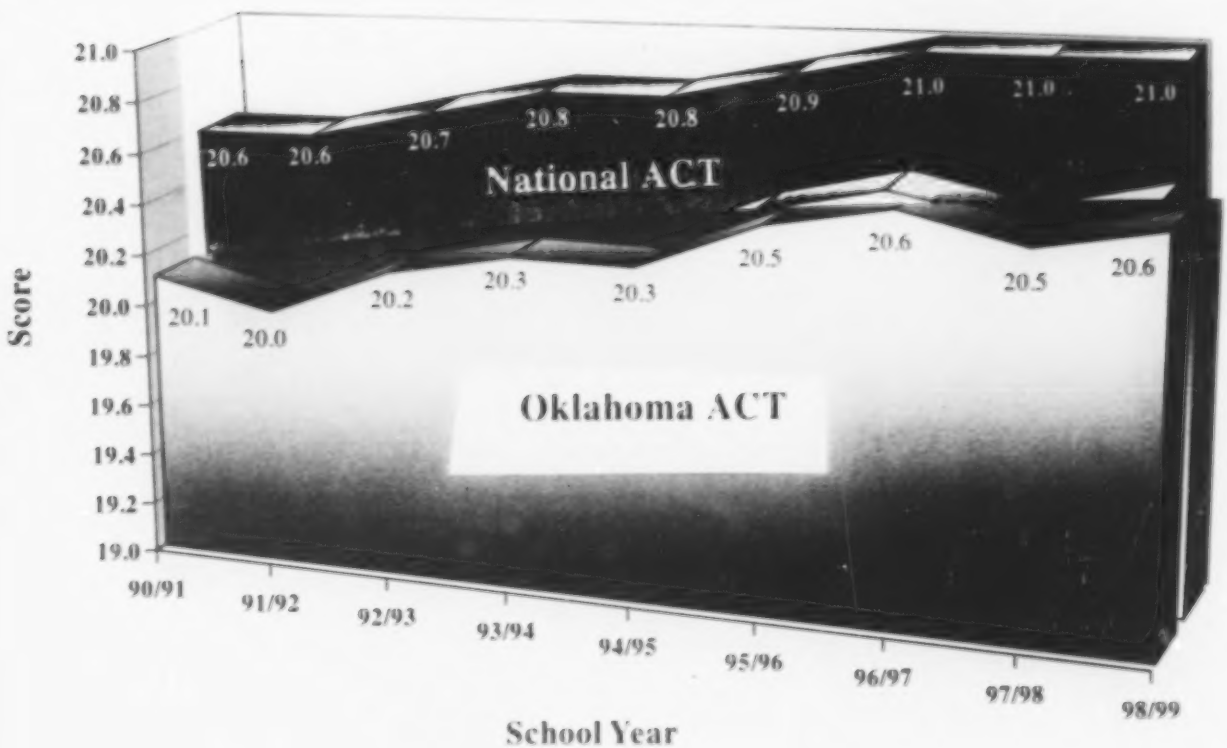
The ACT is a college-entrance exam taken by high school students who plan to apply for acceptance to an institution of higher education. It is the test most often used for admission to Oklahoma public colleges and universities. The scores are used as one measure of a student's level of academic knowledge. At the Oklahoma public high schools included in this series of reports, 23,417 members of the Graduating Class of 1999 took the ACT or 64.2% of graduates from those schools. The composite score on the ACT for this group during the 1998-99 school year was 20.7, which remained unchanged from 1997-98. The official Oklahoma score released by the ACT Corporation, which includes public and private schools as well as alternative education centers, was 20.6, a one-tenth of a standard score increase over the 1997-98 results (Figure 27). The national composite score of 21.0 in 1998-99 remained unchanged from the previous year. In 1998-99, the gap between Oklahoma's statewide ACT score and the national ACT score was four-tenths of a standard score. Oklahoma's ACT score has, however, increased five-tenths of a standard score since 1990-91 while the national score has increased only four-tenths of a standard score during that same time.

One explanation for the gap between the Oklahoma ACT score and the national score is that Oklahoma tests a much larger percentage of graduates than does the nation as a whole. Nationally, only 36% of high school graduates were tested during the 1998-99 school year, compared to 69% in Oklahoma. The larger the percentage of graduates tested, the greater the likelihood that students with lower academic abilities are being included in the test group. Based on state comparisons released by ACT corporation, the percentage of students tested in Oklahoma has increased three percentage points during the last six years (66% tested in 1994) and the average score has increased three-tenths of a standard score during that period as well. This increase in the average score is significant, because one would expect a slight decrease in the average score as a result of the increase in the percentage of students being tested.

An analysis of the 22 states that tested 60% or more of their 1999 high school graduates shows that Oklahoma out-performed only seven of those states. Of the seven states that tested a larger percentage of high school graduates than Oklahoma (70% or more), Oklahoma significantly out-performed three of these states, but lagged considerably behind the other four. A table comparing Oklahoma's performance on the ACT in relation to all of the other states in the nation can be found in Appendix F.

Average ACT scores varied greatly across Oklahoma (Figure 31). Looking at scores *by individual* high school sites covered in this report series, the highest average ACT was a score of 24.8, with 56% of the graduates taking the ACT at that school. Another Oklahoma high school tested 443 graduates (83%) and had an average score of 23.6. The lowest average ACT for an Oklahoma high school was 13.5, with 75% of graduates being tested at that school. This school's ACT tested graduates averaged in the bottom 6th percentile of all 1999 graduates tested nationally.

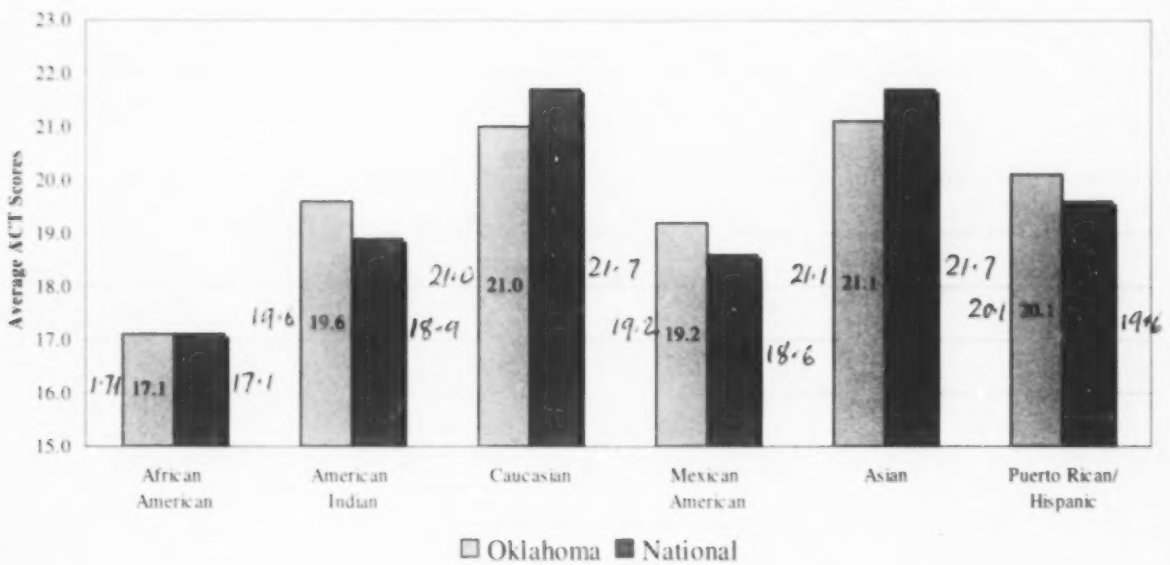
## Figure 27
## Oklahoma ACT Scores Versus National ACT Scores




Data Source: ACT Corporation

Looking at the ACT scores by race (Figure 28), we see that, generally speaking, minority students in Oklahoma outperform their national counterparts. This success could be evidence that the initiatives set forth in House Bill 1017 in 1989 are working. Much of the focus of HB 1017, particularly the use of the minimum competencies, dealt with making sure that all students perform at grade-level. House Bill 1017 shifted effort within the educational community in Oklahoma towards making sure that no student was left behind. The chart shows that for those ethnic groups that struggle nationally, Oklahoma's students in most of those same groups fare better. The challenge to Oklahoma educators would be to achieve performance levels that are at, or above, the overall national average along with comparable scores for all ethnic groups.

## Figure 28
## Oklahoma ACT Scores Versus National ACT Scores By Ethnicity




Data Source: ACT Corporation

## Scholastic Aptitude Test (SAT)

The SAT is another well-recognized college entrance test, however, it is not widely taken in Oklahoma. In 1998-99, Oklahoma's performance on the verbal and math components of the SAT was 567 and 560, respectively. National scores in these same areas were 505 and 511, respectively. While Oklahoma's scores were well above the national average, this performance must be placed in



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proper perspective. According to the College Board, the company responsible for the SAT, only 8% of Oklahoma's high school graduates took the SAT in 1999. Nationally, the SAT was taken by 43% of high school graduates during that same year. Most of the students who take the test in Oklahoma do so to compete for prestigious national-level scholarships or to attend out-of-state colleges. Only seven states tested a smaller percentage of their graduates than Oklahoma (Appendix G).

## Advanced Placement (AP)

As explained in The "District Educational Process" section of this report, the AP program allows high school students the opportunity to study advanced curriculum and possibly earn college credit for their studies. All of the following statistics relate to the Oklahoma public high schools covered in the "Profiles 1999" reports, unless otherwise specified. The 1998-99 school year saw a 21% increase in the number of high schools across the state participating in at least one national AP exam: 150 high schools compared to 124 in 1997-98. A student's mastery of the subjects studied is measured by a nationally standardized Advanced Placement (AP) test. Statewide, there were 2,450 public school seniors who had participated in the AP testing program in 1998-99. This represents 6.3% of the seniors that year. One of Oklahoma's high schools had 53% of its 1999 seniors take at least one AP test that year. The AP program offers tests in 34 different subject areas. Many students choose to take more than one AP course, and therefore may take more than one AP test. In 1998-99, there were 2,450 seniors who had taken 5,175 AP tests during their senior year in high school. AP tests are scored on a scale of one to five. Most colleges and universities in the United States will award college credit to students who score three or above on an AP test. Of the 5,175 tests administered to the Graduating Class of 1999, there were 3,200 (61.8%) that received a score of three or above. Appendix C displays statistics related to AP participation for public and private schools by state. The table shows that only 33% of public schools in Oklahoma participated in the AP program compared to 60% of public schools nationally.

## Additional High School Performance Measures

Based on the Office of Accountability's 1999 School Questionnaire, 66.2% of Oklahoma's 1999 high school graduates were reported to have completed the college-bound curriculum required for admission to the state's public institutions of higher education (Figure 29). The survey also revealed that seniors at the public high schools had an average GPA of 2.97 (Figure 30), and that roughly 6.5% of high school graduates planned to attend out-of-state colleges. Information provided by the Oklahoma Department of Vocational and Technical Education showed that 41.2% of students enroll in an occupationally-specific Vo-Tech program sometime during their high school career (44,877 Vo-Tech enrollers divided by 37,120 members of the seniors class (3-year average)). Of those who enrolled in a Vo-Tech occupationally-specific program, 82.7%, or 87,120, completed one or more of the competencies required for the program. The Vo-Tech information is based on those seniors who attended one of the high school sites covered in this report series. Vo-Tech enrollments at Oklahoma high schools ranged from schools with none of their students participating in occupationally-specific programs to 10 other high schools with all of their students participating. Competency completion rates ranged from a low of 25% at one school to eight schools with 100% of the Vo-Tech enrollers completing at least one competency within a program. The Vo-Tech performance measures are

based on the graduating classes of 1996 through 1998. The three classes were followed for a four-year period, 1994-95 through 1997-98.

## COLLEGIATE PERFORMANCE MEASURES

A college student's ability to perform academically is greatly influenced by the quality of the academic preparation he or she has received during their time in the primary and secondary education system. Therefore, the overall post-secondary performance of high school graduates can reveal much about the quality of common education (K-12). The shorter the time period that transpires between high school graduation and college enrollment, the higher the correlation between K-12 academic preparation and collegiate performance. For this reason, the majority of collegiate performance measures listed below are based on students who move directly from an Oklahoma public high school to an Oklahoma public college or university. The databases required to follow individual students from high school to college do not exist in Oklahoma. Therefore, students were grouped by age to approximate movement directly from high school to college. The groups consisted of Oklahoma public high school graduates who were first-time entering freshman at an Oklahoma higher education institution during a given fall semester. The students needed to be age 17, 18, or 19 at that time and could be either full or part-time college students. This group was then assumed to represent the high school graduating class from the months of May/June in that same year. The following data relate only to the high schools covered in this report series and the performance of their graduates once they enroll in an Oklahoma college or university. The data were provided by the Oklahoma State Regents for Higher Education.

Based on a three-year average, 50.7% of the state's public high school graduates went directly to a public college in Oklahoma (Figure 32). One high school in the state had 82% of its graduates go on to an Oklahoma public college, whereas another had only 4% of graduates go on. Once in college, 38.0% of Oklahoma public high school graduates took at least one remedial course during their freshmen year in an Oklahoma public institution of higher education (Figure 33). The percentage of college-enrolled graduates taking at least one remedial course ranged from a low of 5% at one Oklahoma high school to a high of 85% at another. Seventy-two-point-two percent (72.2%) of freshman had a grade point average (GPA) of 2.0 or above during the first semester of their freshman year in an Oklahoma college (Figure 34). Individual Oklahoma high school sites ranged from a low of only 16.7% of college-enrolled graduates being able to attain a 2.0 or above, to a number of cases where nearly all, of the college-enrolled graduates were able to achieve a GPA of 2.0 or above. The Oklahoma college completion rate for college students who graduated from an Oklahoma public high school was 33.2% (Figure 35). Several high schools had none of their college-enrolled graduates complete a degree program within 150% of ordinary completion time. One Oklahoma public high school, however, had 90.9% of its college bound graduates completing college degrees. The college completion rate was calculated on a group of students consisting of those who enrolled in the fall semester after their graduation from high school and who were degree-seeking at that time. Members of this group were then given three years to complete an associate degree and six years to complete a bachelor's degree. The rate is based on a three-year average, which means that some of the students involved in the study may have graduated from an Oklahoma high school as much as ten years earlier. Because so much time is required to collect these post-secondary performance measures, some high schools may have closed during this period. Therefore,

the rates posted in the "Profiles 1999" reports only include high schools that were still in operation during the 1998-99 school year.

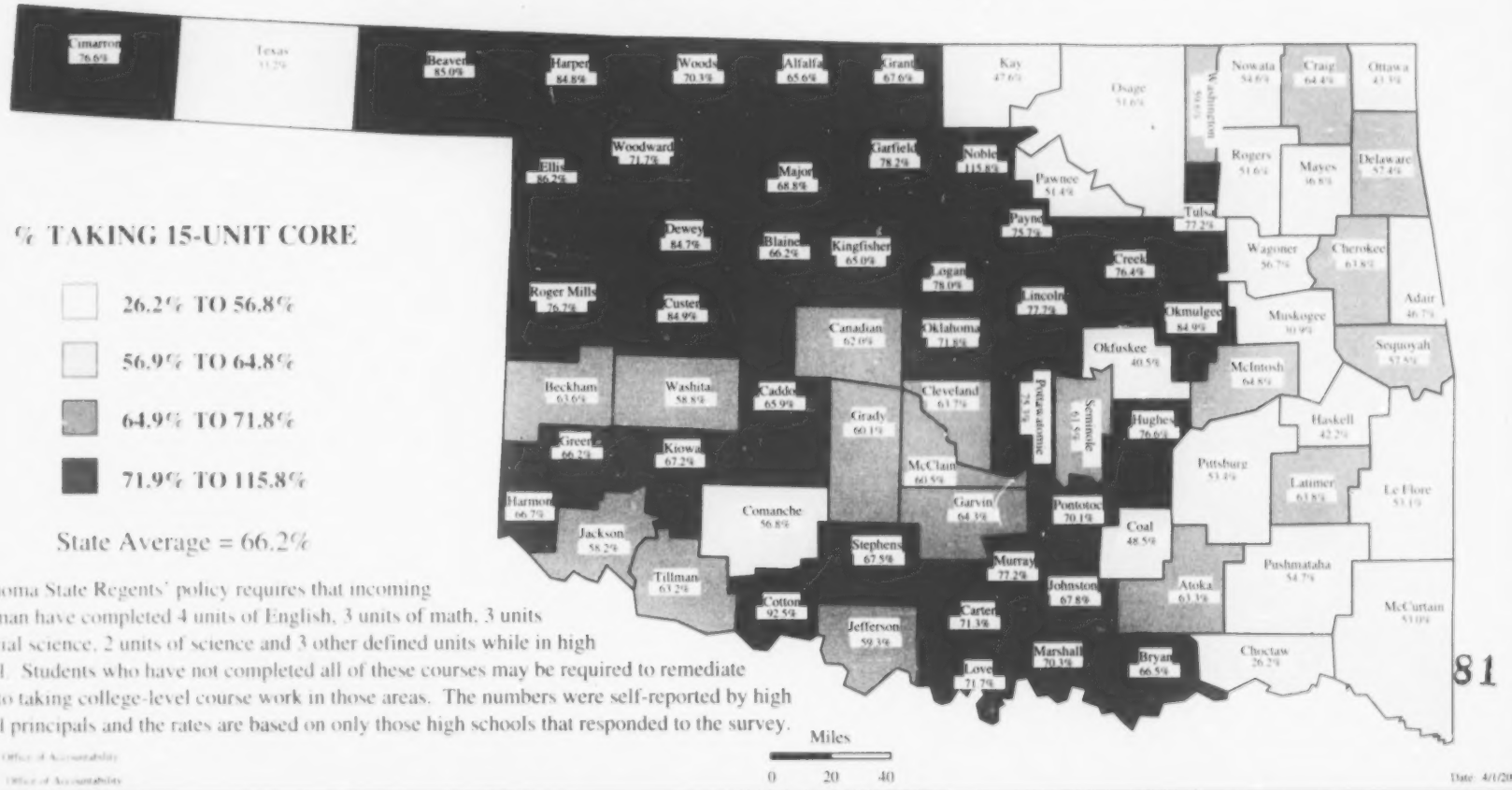
| Summary of H.S. Performance Measures | State Average |
|---|---|
| High School Dropout Rate (Single Year) | 5.1% |
| High School Graduation Rate | 74.4% |
| Average GPA of High School Seniors (Class of 1999) | 2.97 |
| Advanced Placement (AP) Participation Rate (Class of 1999) | 6.3% |
| AP Test Scoring College Credit (Class of 1999) | 61.8% |
| Vo-Tech Program Participation Rate (3-Year Average) | 41.2% |
| Vo-Tech Program (Competency) Completion Rate (3-Year Average) | 82.7% |
| ACT Participation Rate (Class of 1999) | 64.2% |
| Average ACT Score (Class of 1999 – Public & Private) | 20.6 |
| HS Grads Completing Coll. Bound Curriculum (15 Units) | 66.2% |
| HS Grads Going to Out-of-State Colleges | 6.5% |
| OK College-Going Rate (3-Year Average)* | 50.7% |
| OK College Remediation Rate (2-Year Average)* | 38.0% |
| OK College Freshman GPA 2.0 or Above (3-Year Average)* | 72.2% |
| OK College Completion Rate (3-Year Average)* | 33.2% |

* Includes only college students who graduated from Oklahoma public high schools open during the 1998-99 school year.
Data Sources: State Department of Education, State Department of Vocational and Technical Education, Office of Accountability, ACT Corporation, and Oklahoma State Regents for Higher Education.

# Figure 29

# PERCENT OF HIGH SCHOOL GRADUATES COMPLETING COURSES REQUIRED FOR ADMISSION TO COLLEGE

**1998-99 Graduates having taken State Regents' 15-Unit Core Curriculum**




Oklahoma State Regents' policy requires that incoming freshman have completed 4 units of English, 3 units of math, 3 units of social science, 2 units of science and 3 other defined units while in high school. Students who have not completed all of these courses may be required to remediate prior to taking college-level course work in those areas. The numbers were self-reported by high school principals and the rates are based on only those high schools that responded to the survey.

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Data Source: Office of Accountability
Date: 4/1/2000



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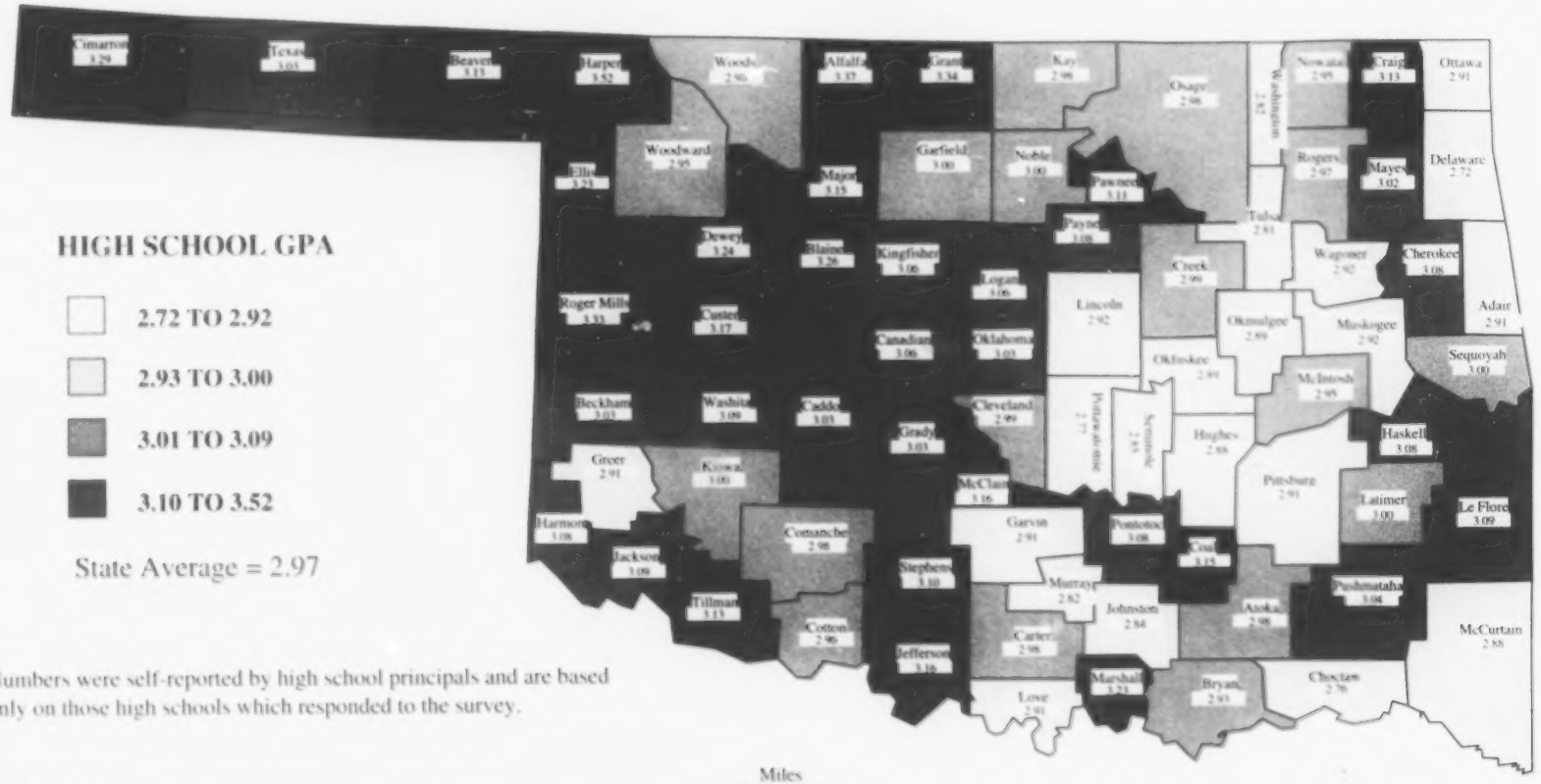
# Figure 30

# HIGH SCHOOL GRADE POINT AVERAGE
# 1999 HIGH SCHOOL SENIORS





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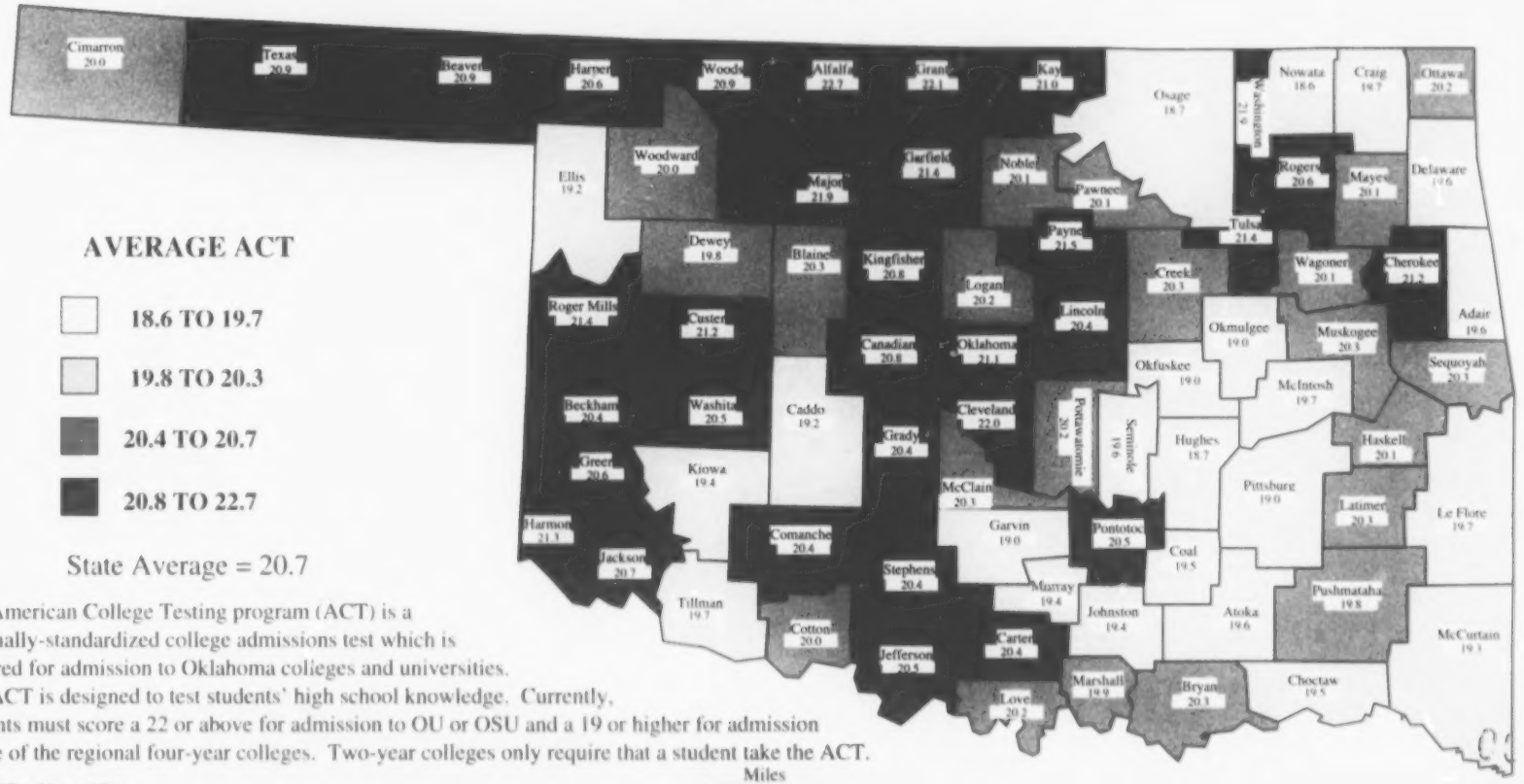
# Figure 31

# AVERAGE ACT SCORES
# PUBLIC HIGH SCHOOLS - CLASS OF 1999

Weighted Average




The American College Testing program (ACT) is a nationally-standardized college admissions test which is required for admission to Oklahoma colleges and universities. The ACT is designed to test students' high school knowledge. Currently, students must score a 22 or above for admission to OU or OSU and a 19 or higher for admission to one of the regional four-year colleges. Two-year colleges only require that a student take the ACT.

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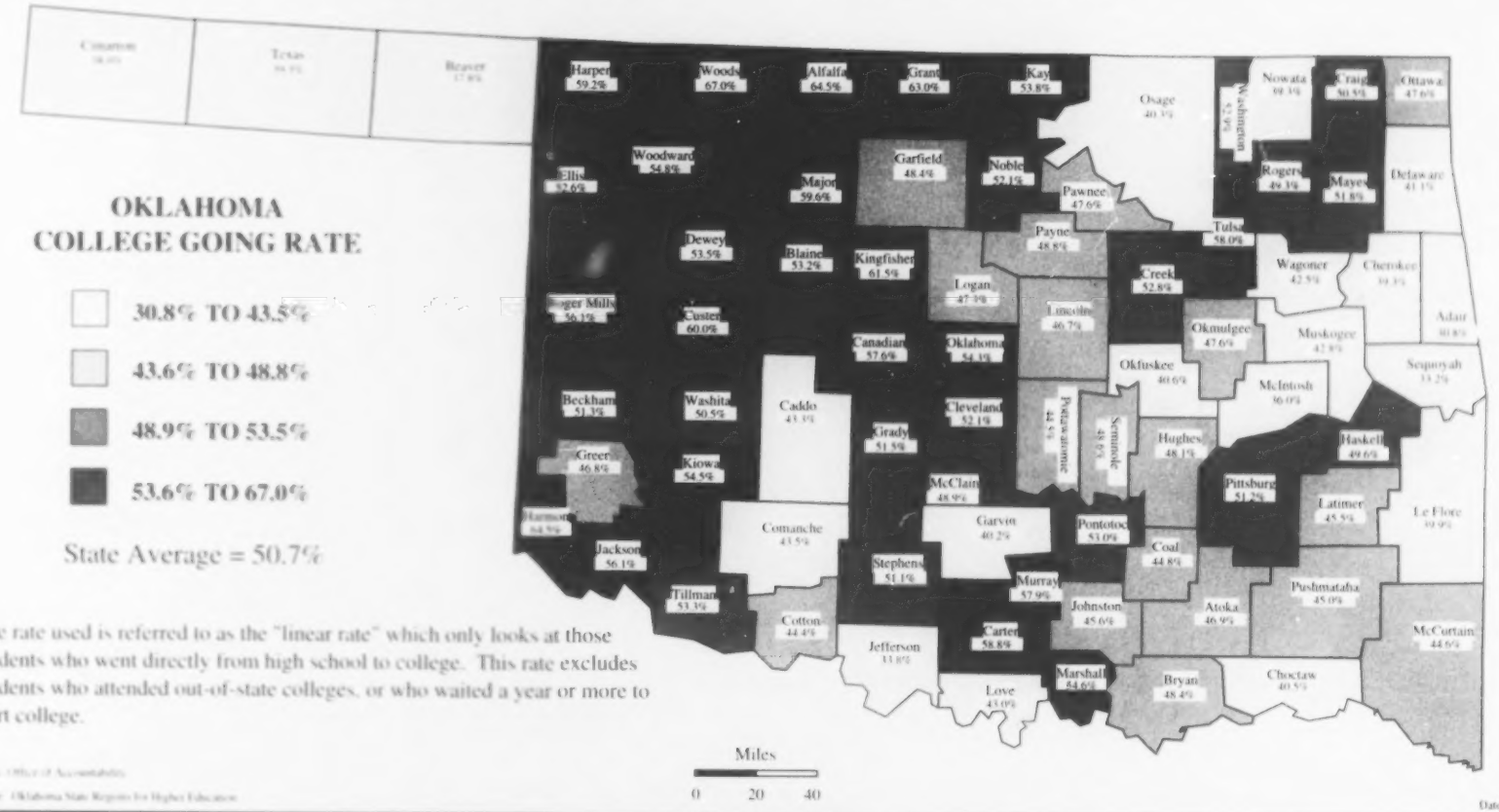
# Figure 32

# OKLAHOMA COLLEGE-GOING RATE

## OKLAHOMA HIGH SCHOOL GRADUATES ATTENDING OKLAHOMA COLLEGES

**Based on Public High School Graduates from 1996, 1997, and 1998**




**OKLAHOMA COLLEGE GOING RATE**

- 30.8% TO 43.5%
- 43.6% TO 48.8%
- 48.9% TO 53.5%
- 53.6% TO 67.0%

State Average = 50.7%

The rate used is referred to as the "linear rate" which only looks at those students who went directly from high school to college. This rate excludes students who attended out-of-state colleges, or who waited a year or more to start college.

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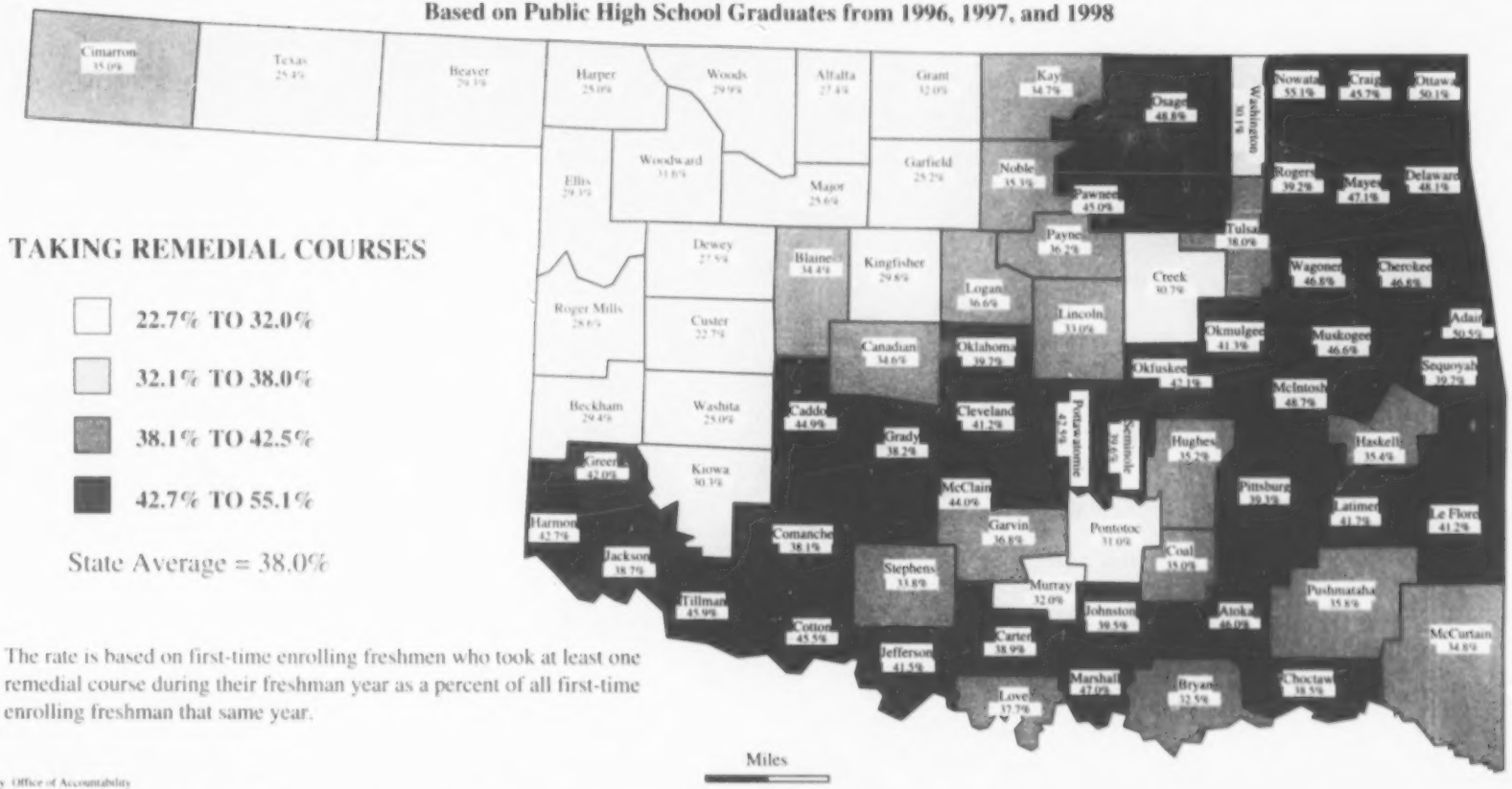
# Figure 33

## PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN TAKING REMEDIAL COURSES

### STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

**Based on Public High School Graduates from 1996, 1997, and 1998**




The rate is based on first-time enrolling freshmen who took at least one remedial course during their freshman year as a percent of all first-time enrolling freshman that same year.

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Data Source: Oklahoma State Regents for Higher Education

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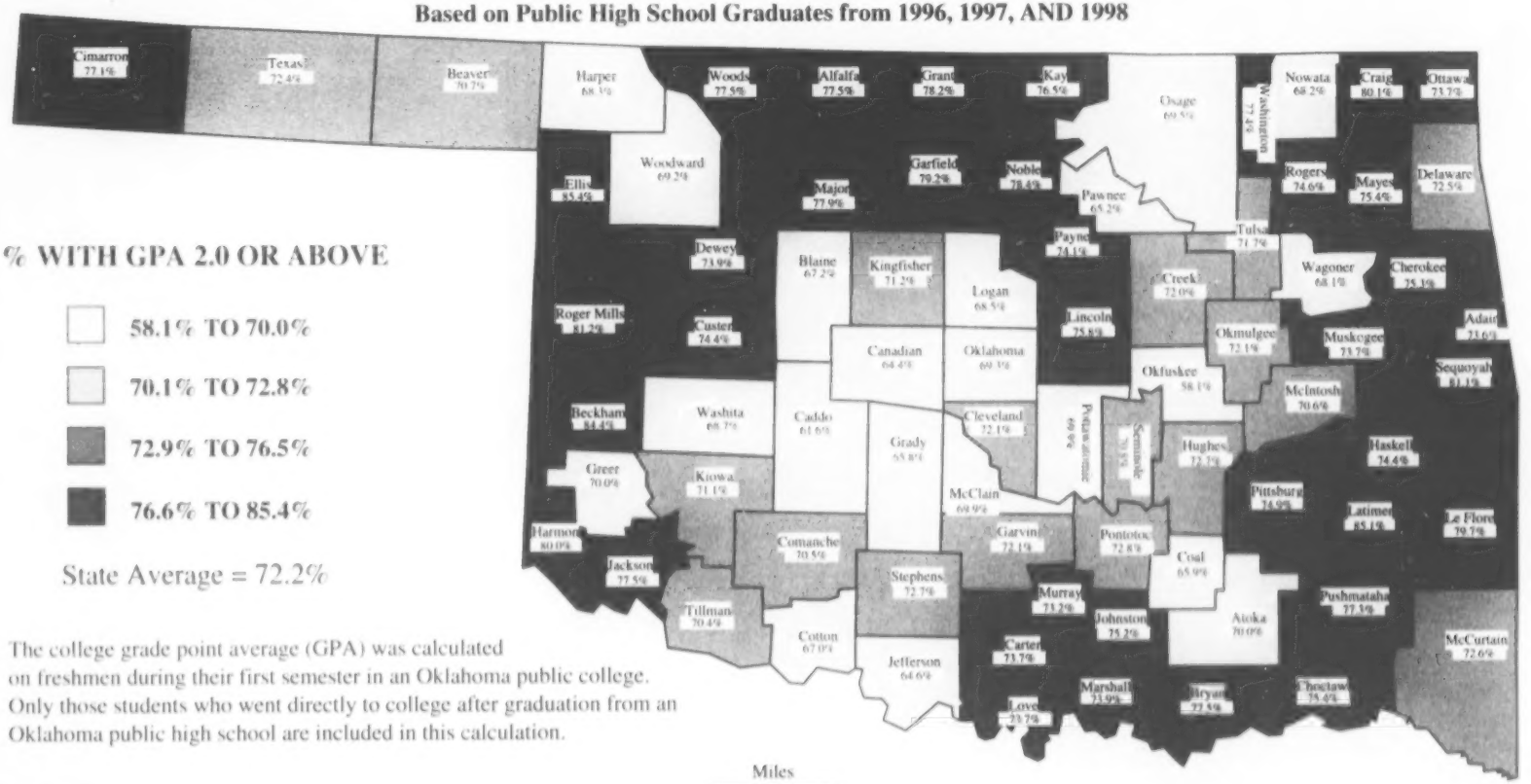
# Figure 34

## PERCENT OF OKLAHOMA PUBLIC COLLEGE FRESHMEN WITH GPA OF 2.0 OR HIGHER

### STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL

**Based on Public High School Graduates from 1996, 1997, AND 1998**




The college grade point average (GPA) was calculated on freshmen during their first semester in an Oklahoma public college. Only those students who went directly to college after graduation from an Oklahoma public high school are included in this calculation.

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Data Source: Oklahoma State Regents for Higher Education
Date: 4/1/2000



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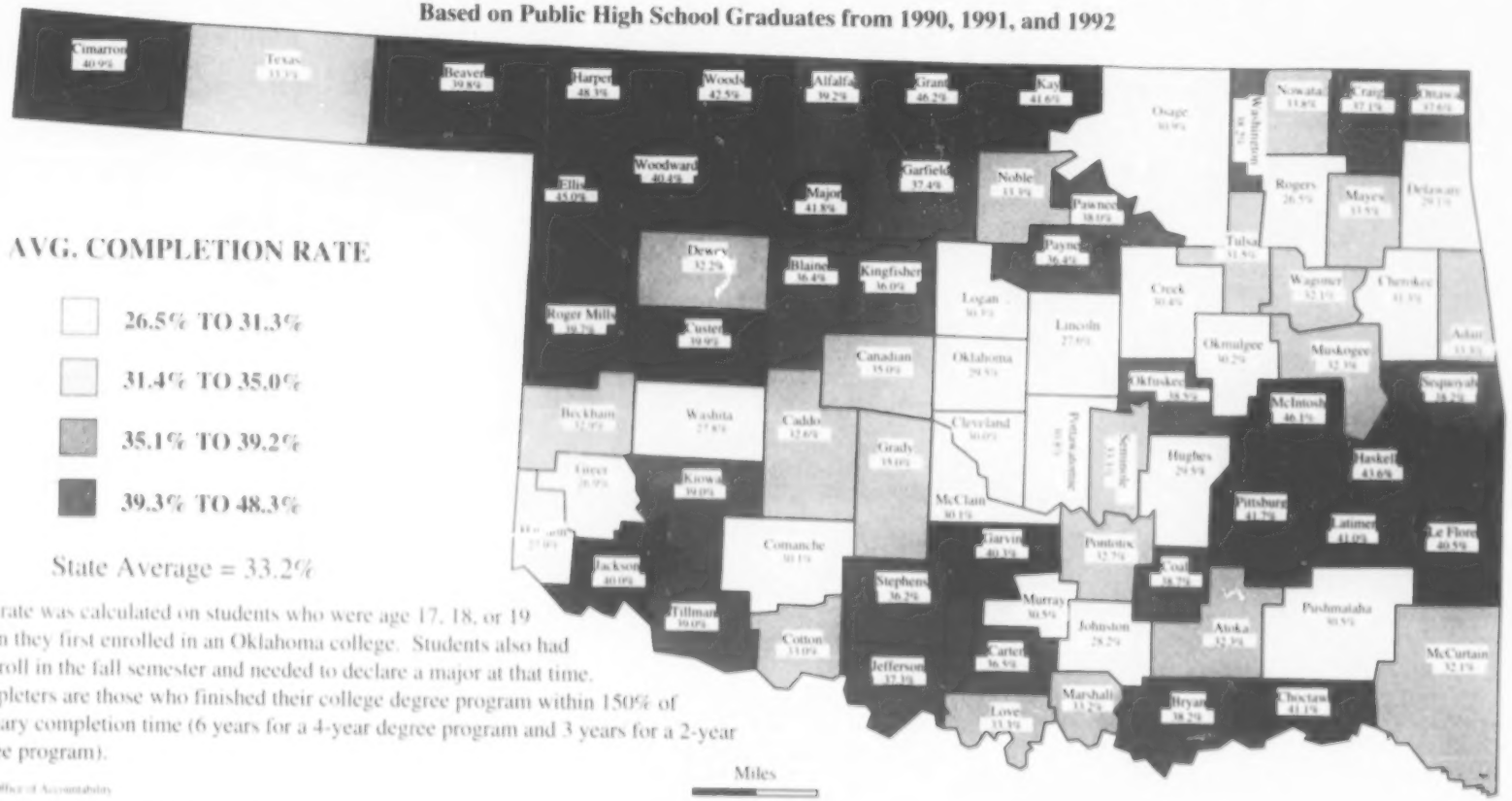
# Figure 35

## OKLAHOMA COLLEGE COMPLETION RATE

## OF PUBLIC HIGH SCHOOL GRADUATES

**STUDENTS GROUPED BY COUNTY IN WHICH THEY ATTENDED PUBLIC HIGH SCHOOL**

**Based on Public High School Graduates from 1990, 1991, and 1992**




This rate was calculated on students who were age 17, 18, or 19 when they first enrolled in an Oklahoma college. Students also had to enroll in the fall semester and needed to declare a major at that time. Completers are those who finished their college degree program within 150% of ordinary completion time (6 years for a 4-year degree program and 3 years for a 2-year degree program).



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# APPENDIX A

# Juvenile Arrest Data By Offense Type
# 1998-99

Criminal Offenses Only

| Description | Offenses | % |
|---|---|---|
| Homicide | 41 | 0.2% |
| Kidnapping | 16 | 0.1% |
| Sexual Assault | 160 | 0.7% |
| Robbery | 155 | 0.7% |
| Assault | 2,305 | 10.4% |
| Arson | 182 | 0.8% |
| Extortion | 73 | 0.3% |
| Burglary | 2,560 | 11.5% |
| Theft | 3,460 | 15.6% |
| Theft of Auto | 1,181 | 5.3% |
| Forgery | 278 | 1.3% |
| Fraud | 147 | 0.7% |
| Embezzlement | 70 | 0.3% |
| Stolen Property | 723 | 3.3% |
| Damage Property | 1,676 | 7.5% |
| Dangerous Drugs/Narcotics | 2,113 | 9.5% |
| Sex Offenses | 202 | 0.9% |
| Domestic Violence | 212 | 1.0% |
| Liquor Under Age | 489 | 2.2% |
| Obstruction of Police | 377 | 1.7% |
| Escape/Flight | 218 | 1.0% |
| Obstructing the Judiciary | 2,238 | 10.1% |
| Weapon Offenses | 577 | 2.6% |
| Public Peace | 1,594 | 7.2% |
| Traffic Offenses | 594 | 2.7% |
| Invasion of Privacy | 321 | 1.4% |
| Conservation | 35 | 0.2% |
| Other Offences | 235 | 1.1% |
| **Total** | **22,232** | **100.0%** |

# APPENDIX B

# Socioeconomic Indicators

## 1990 Census Data Used to Indicate the Socioeconomic Conditions within Each County

| County | Percent of the Population with Less Than a High School Diploma | Percent of Families with a Single Parent | Public Assistance Dollars Received per Capita | Unemployment Rate |
|---|---|---|---|---|
| Adair | 43.9% | 17.7% | $169 | 8.3% |
| Alfalfa | 22.7% | 15.1% | $137 | 2.7% |
| Atoka | 40.2% | 21.2% | $140 | 11.0% |
| Beaver | 24.7% | 11.8% | $51 | 2.2% |
| Beckham | 33.5% | 23.7% | $147 | 7.4% |
| Blaine | 28.8% | 20.4% | $85 | 6.3% |
| Bryan | 32.7% | 21.2% | $167 | 8.8% |
| Caddo | 33.8% | 22.9% | $121 | 10.1% |
| Canadian | 17.7% | 14.0% | $39 | 4.7% |
| Carter | 29.7% | 23.3% | $97 | 7.4% |
| Cherokee | 30.1% | 25.5% | $140 | 9.0% |
| Choctaw | 42.1% | 31.3% | $206 | 10.7% |
| Cimarron | 29.0% | 14.7% | $118 | 2.9% |
| Cleveland | 16.1% | 17.8% | $43 | 5.3% |
| Coal | 39.6% | 20.1% | $226 | 11.2% |
| Comanche | 18.9% | 22.7% | $63 | 8.0% |
| Cotton | 37.2% | 15.9% | $100 | 10.7% |
| Craig | 33.2% | 16.5% | $82 | 5.9% |
| Creek | 31.1% | 16.2% | $71 | 6.0% |
| Custer | 24.9% | 18.4% | $64 | 6.5% |
| Delaware | 33.8% | 17.5% | $132 | 6.9% |
| Dewey | 31.8% | 12.8% | $109 | 5.0% |
| Ellis | 26.2% | 13.8% | $40 | 2.6% |
| Garfield | 23.5% | 21.0% | $79 | 6.0% |
| Garvin | 36.6% | 19.3% | $114 | 8.6% |
| Grady | 31.0% | 18.3% | $100 | 7.2% |
| Grant | 22.1% | 11.9% | $72 | 3.6% |
| Greer | 35.3% | 21.6% | $142 | 6.9% |
| Harmon | 42.0% | 27.2% | $188 | 11.8% |
| Harper | 23.9% | 13.4% | $30 | 3.0% |
| Haskell | 43.6% | 19.6% | $129 | 10.4% |
| Hughes | 41.3% | 25.0% | $142 | 11.2% |
| Jackson | 25.9% | 19.9% | $110 | 7.5% |
| Jefferson | 41.3% | 16.7% | $134 | 7.1% |
| Johnston | 39.0% | 20.7% | $183 | 10.5% |
| Kay | 23.2% | 17.2% | $71 | 5.2% |
| Kingfisher | 23.8% | 13.4% | $73 | 4.2% |
| Kiowa | 35.0% | 26.8% | $209 | 7.3% |
| Latimer | 36.9% | 21.8% | $194 | 11.0% |
| Le Flore | 38.8% | 18.4% | $163 | 8.2% |

Continued Next Page

# Socioeconomic Indicators

## 1990 Census Data Used to Indicate the Socioeconomic Conditions within Each County Continued

| County | Percent of the Population with Less Than a High School Diploma | Percent of Families with a Single Parent | Public Assistance Dollars Received per Capita | Unemployment Rate |
|---|---|---|---|---|
| Lincoln | 31.2% | 14.5% | $99 | 8.1% |
| Logan | 28.0% | 19.1% | $92 | 7.0% |
| Love | 33.5% | 16.1% | $111 | 6.0% |
| McClain | 27.8% | 10.6% | $61 | 5.0% |
| McCurtain | 40.8% | 25.2% | $222 | 10.5% |
| McIntosh | 38.5% | 23.6% | $158 | 10.0% |
| Major | 29.1% | 12.6% | $133 | 4.6% |
| Marshall | 39.3% | 19.3% | $85 | 7.1% |
| Mayes | 32.1% | 15.0% | $96 | 7.9% |
| Murray | 36.0% | 18.8% | $128 | 8.8% |
| Muskogee | 31.7% | 24.5% | $143 | 6.9% |
| Noble | 27.2% | 16.1% | $76 | 4.9% |
| Nowata | 32.6% | 17.1% | $88 | 6.8% |
| Okfuskee | 39.3% | 23.0% | $197 | 10.1% |
| Oklahoma | 20.9% | 27.4% | $84 | 6.8% |
| Okmulgee | 33.7% | 26.5% | $131 | 9.0% |
| Osage | 27.0% | 19.1% | $105 | 6.6% |
| Ottawa | 32.2% | 21.5% | $110 | 8.1% |
| Pawnee | 27.0% | 15.4% | $80 | 6.6% |
| Payne | 17.8% | 19.2% | $43 | 6.0% |
| Pittsburg | 35.7% | 20.2% | $111 | 9.1% |
| Pontotoc | 30.7% | 21.3% | $101 | 8.3% |
| Pottawatomie | 29.7% | 19.5% | $122 | 8.5% |
| Pushmataha | 42.2% | 20.9% | $176 | 11.8% |
| Roger Mills | 27.9% | 12.1% | $83 | 2.2% |
| Rogers | 21.9% | 14.8% | $63 | 5.9% |
| Seminole | 37.9% | 19.5% | $178 | 9.4% |
| Sequoyah | 40.4% | 22.1% | $172 | 7.7% |
| Stephens | 29.2% | 16.2% | $93 | 7.6% |
| Texas | 24.5% | 14.4% | $82 | 4.2% |
| Tillman | 38.3% | 18.2% | $128 | 10.9% |
| Tulsa | 18.3% | 23.2% | $72 | 5.7% |
| Wagoner | 25.3% | 14.2% | $84 | 5.7% |
| Washington | 20.4% | 18.5% | $57 | 4.7% |
| Washita | 33.4% | 11.3% | $102 | 5.8% |
| Woods | 23.9% | 14.7% | $102 | 4.9% |
| Woodward | 26.6% | 16.2% | $64 | 4.5% |
| **State Summary** | **25.4%** | **21.3%** | **$92** | **6.7%** |



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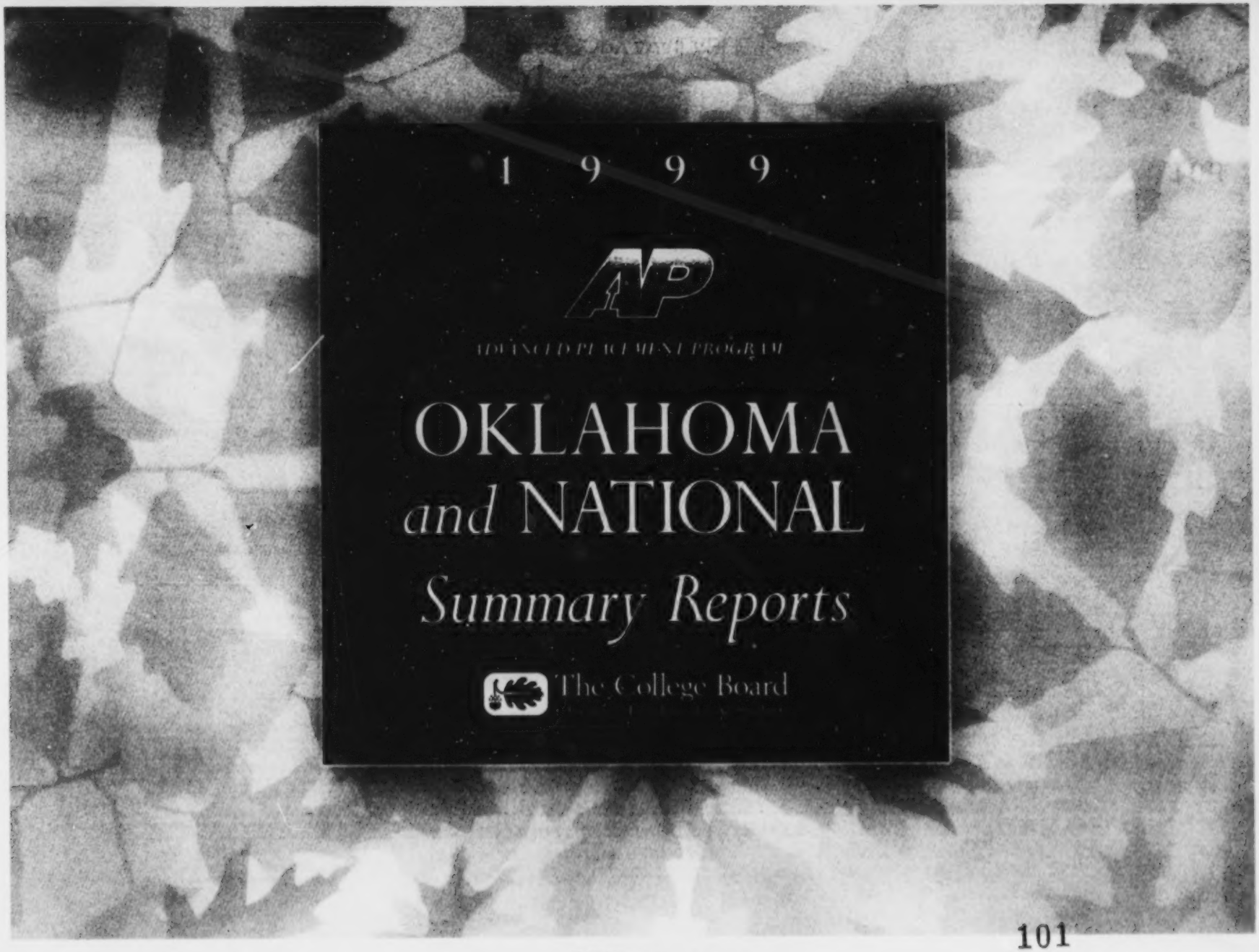
# APPENDIX C



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# PROGRAM SUMMARY REPORT

| | SCHOOLS | STUDENTS IN 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE | COLLEGE | OTHER | MALE | FEMALE | 1998 PROGRAM TOTAL | 1999 PROGRAM TOTAL | % CHANGE 1998-99 | NO. OF COLLEGES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ART HISTORY | 773 | 9 | 953 | 2,132 | 5,744 | 1 | 199 | 3,259 | 5,779 | 7,332 | 9,038 | 23 | 780 |
| ART - DRAWING | 1,123 | 5 | 42 | 836 | 3,208 | 0 | 113 | 1,801 | 2,403 | 3,686 | 4,204 | 14 | 775 |
| ART - GENERAL | 1,687 | 4 | 91 | 1,361 | 7,023 | 3 | 287 | 3,301 | 5,468 | 8,094 | 8,769 | 8 | 1,087 |
| BIOLOGY | 6,162 | 415 | 5,881 | 30,727 | 43,760 | 13 | 1,796 | 35,146 | 47,446 | 75,461 | 82,592 | 9 | 1,961 |
| CALCULUS AB | 9,334 | 108 | 1,172 | 16,320 | 107,624 | 14 | 2,506 | 67,740 | 60,004 | 117,671 | 127,744 | 9 | 2,188 |
| CALCULUS BC | 2,884 | 43 | 507 | 5,071 | 24,544 | 3 | 556 | 19,047 | 11,677 | 27,088 | 30,724 | 13 | 1,071 |
| CHEMISTRY | 4,672 | 27 | 2,024 | 24,429 | 21,429 | 4 | 986 | 27,841 | 21,058 | 44,937 | 48,899 | 9 | 1,545 |
| COMP SCI - A | 1,840 | 83 | 1,311 | 4,364 | 6,227 | 4 | 229 | 10,205 | 2,013 | 6,478 | 12,218 | 89 | 937 |
| COMP SCI - AB | 1,126 | 52 | 556 | 2,352 | 3,538 | 3 | 118 | 5,997 | 622 | 4,057 | 6,619 | 63 | 557 |
| *ECONOMICS - MICRO | 1,224 | 57 | 226 | 2,241 | 11,983 | 7 | 353 | 8,773 | 6,094 | 13,243 | 14,867 | 12 | 977 |
| *ECONOMICS - MACRO | 1,463 | 57 | 313 | 2,448 | 16,738 | 7 | 451 | 11,448 | 8,566 | 17,668 | 20,014 | 13 | 1,095 |
| ENG LANG/COMP | 4,922 | 22 | 1,011 | 67,989 | 26,557 | 19 | 1,772 | 36,767 | 60,603 | 80,016 | 97,370 | 22 | 2,017 |
| ENG LIT/COMP | 9,751 | 5 | 114 | 10,076 | 162,802 | 37 | 3,187 | 64,181 | 112,040 | 167,194 | 176,221 | 5 | 2,523 |
| ENVIRONMENTAL SCI | 727 | 73 | 190 | 2,759 | 5,966 | 3 | 218 | 4,061 | 5,148 | 5,163 | 9,209 | 78 | 853 |
| EUROPEAN HIST | 3,183 | 157 | 25,410 | 8,434 | 19,657 | 5 | 1,096 | 26,152 | 28,607 | 48,298 | 54,759 | 13 | 1,562 |
| FRENCH LANG | 2,814 | 105 | 691 | 4,028 | 9,784 | 3 | 420 | 4,569 | 10,462 | 13,721 | 15,031 | 10 | 993 |
| FRENCH LIT | 383 | 6 | 68 | 318 | 1,119 | 0 | 36 | 463 | 1,084 | 1,618 | 1,547 | -4 | 242 |
| GERMAN LANG | 1,102 | 57 | 195 | 816 | 2,401 | 1 | 114 | 1,712 | 1,872 | 3,493 | 3,584 | 3 | 591 |
| *GOVT&POL - U.S | 3,554 | 22 | 1,689 | 5,790 | 48,356 | 11 | 1,147 | 27,557 | 29,458 | 49,934 | 57,015 | 14 | 1,705 |
| *GOVT&POL - COMP | 806 | 1 | 389 | 904 | 6,026 | 0 | 143 | 3,968 | 3,495 | 6,835 | 7,463 | 9 | 762 |
| INTL ENGLISH LANGUAGE | 72 | 2 | 3 | 108 | 64 | 0 | 4,456 | 1,932 | 2,701 | 3,752 | 4,633 | 23 | 27 |
| *LATIN - VERGIL | 560 | 14 | 270 | 1,604 | 1,457 | 0 | 54 | 1,795 | 1,604 | 3,311 | 3,399 | 3 | 433 |
| *LATIN - LITERATURE | 378 | 3 | 79 | 911 | 1,172 | 0 | 47 | 1,094 | 1,118 | 2,055 | 2,212 | 8 | 346 |
| MUSIC THEORY | 1,197 | 44 | 324 | 1,394 | 2,970 | 5 | 83 | 2,513 | 2,307 | 4,084 | 4,820 | 18 | 710 |
| PHYSICS B | 2,713 | 23 | 436 | 9,332 | 17,294 | 10 | 590 | 18,065 | 9,620 | 24,276 | 27,685 | 14 | 1,257 |
| *PHYSICS C - MECH | 1,793 | 6 | 100 | 1,471 | 12,557 | 4 | 281 | 10,649 | 3,770 | 12,939 | 14,419 | 11 | 790 |
| *PHYSICS C - E&M | 1,084 | 4 | 58 | 591 | 6,306 | 4 | 139 | 5,572 | 1,530 | 6,415 | 7,102 | 11 | 527 |
| PSYCHOLOGY | 1,706 | 13 | 590 | 7,549 | 19,514 | 4 | 621 | 9,466 | 18,825 | 21,974 | 28,291 | 29 | 1,444 |
| SPANISH LANG | 4,687 | 735 | 5,182 | 19,356 | 31,285 | 76 | 1,406 | 20,932 | 37,408 | 51,424 | 58,340 | 13 | 1,656 |
| SPANISH LIT | 946 | 26 | 459 | 2,384 | 4,858 | 4 | 267 | 2,607 | 5,391 | 6,975 | 7,998 | 15 | 649 |
| STATISTICS | 1,795 | 47 | 908 | 4,612 | 19,186 | 6 | 481 | 12,952 | 12,288 | 15,486 | 25,240 | 63 | 1,222 |
| U.S. HISTORY | 7,816 | 117 | 10,015 | 150,110 | 13,864 | 17 | 3,366 | 82,430 | 95,059 | 161,979 | 177,489 | 10 | 2,265 |
| TOTAL NO. OF EXAMS TAKEN | 2,342 | 61,257 | 393,117 | 665,013 | 268 | 27,518 | 533,995 | 615,520 | 1,016,657 | 1,149,515 | 13 | | |
| TOTAL NO. OF CANDIDATES | 2,018 | 47,847 | 239,859 | 330,117 | 186 | 15,141 | 282,997 | 352,171 | 635,168 | 704,298 | 11 | | |

* The 1998 and 1999 program totals for these exams reflect the number of examinations taken by candidates who took either one or both exams for a single fee. The 1999 totals for candidates who took both exams are: Economics: Microeconomics and Macroeconomics (9,488); Government and Politics: Comparative and United States (6,243); Latin: Vergil and Latin Literature (17); and Physics C: Mechanics and Physics C: Electricity and Magnetism (6,953).

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## SCHOOL REPORT OF AP EXAMINATIONS (BY STATE)

| | TOTAL SCHOOLS | | | | | | PUBLIC SCHOOLS | | | | | | NON-PUBLIC SCHOOLS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | AP SCHOOLS | | TOTAL % SCHOOLS IN AP | | % CHG | | AP SCHOOLS | | TOTAL % SCHOOLS IN AP | | % CHG | | AP SCHOOLS | | TOTAL % SCHOOLS IN AP | | % CHG |
| State | U.S.* | 1998 | 1999 | 1998 | 1999 | 1998-99 | U.S.* | 1998 | 1999 | 1998 | 1999 | 1998-99 | U.S.* | 1998 | 1999 | 1998 | 1999 | 1998-99 |
| Alabama | 512 | 191 | 196 | 36.9% | 38.3% | 1.4% | 372 | 165 | 161 | 44.2% | 43.3% | -0.9% | 140 | 26 | 35 | 18.1% | 25.0% | 6.9% |
| Alaska | 266 | 35 | 37 | 12.8% | 13.9% | 1.1% | 240 | 31 | 32 | 12.9% | 13.3% | 0.4% | 26 | 4 | 5 | 12.5% | 19.2% | 6.7% |
| Arizona | 253 | 131 | 127 | 53.9% | 50.2% | -3.7% | 189 | 107 | 106 | 60.5% | 56.1% | -4.4% | 64 | 24 | 21 | 36.4% | 32.8% | -3.6% |
| Arkansas | 382 | 116 | 123 | 30.5% | 32.2% | 1.7% | 332 | 105 | 103 | 31.9% | 31.0% | -0.9% | 50 | 11 | 20 | 21.6% | 40.0% | 18.4% |
| California | 1,549 | 1,095 | 1,120 | 69.7% | 72.3% | 2.6% | 981 | 803 | 805 | 82.3% | 82.1% | -0.2% | 568 | 292 | 315 | 49.2% | 55.5% | 6.3% |
| Colorado | 375 | 177 | 190 | 47.8% | 50.7% | 2.9% | 293 | 148 | 150 | 52.5% | 51.2% | -1.3% | 82 | 29 | 40 | 33.0% | 48.8% | 15.8% |
| Connecticut | 232 | 191 | 204 | 82.3% | 87.9% | 5.6% | 143 | 141 | 148 | 100.0% | 103.5% | 3.5% | 89 | 50 | 56 | 54.9% | 62.9% | 8.0% |
| Delaware | 60 | 36 | 38 | 47.4% | 63.3% | 15.9% | 25 | 23 | 23 | 88.5% | 92.0% | 3.5% | 35 | 13 | 15 | 26.0% | 42.9% | 16.9% |
| District of Columbia | 40 | 30 | 29 | 73.2% | 72.5% | -0.7% | 20 | 12 | 13 | 57.1% | 65.0% | 7.9% | 20 | 18 | 16 | 90.0% | 80.0% | -10.0% |
| Florida | 564 | 391 | 416 | 57.5% | 62.7% | 5.2% | 362 | 292 | 298 | 83.0% | 82.3% | -0.7% | 302 | 99 | 118 | 30.2% | 39.1% | 8.9% |
| Georgia | 557 | 332 | 337 | 58.5% | 60.5% | 2.0% | 339 | 266 | 261 | 79.2% | 77.0% | -2.2% | 218 | 66 | 76 | 28.4% | 34.9% | 6.5% |
| Hawaii | 75 | 55 | 62 | 73.3% | 82.7% | 9.4% | 41 | 34 | 38 | 82.9% | 92.7% | 9.8% | 34 | 21 | 24 | 61.8% | 70.6% | 8.8% |
| Idaho | 149 | 64 | 73 | 42.7% | 49.0% | 6.3% | 130 | 58 | 63 | 43.9% | 48.5% | 4.6% | 19 | 6 | 10 | 33.3% | 52.6% | 19.3% |
| Illinois | 844 | 436 | 439 | 51.8% | 52.0% | 0.2% | 641 | 334 | 337 | 52.5% | 52.6% | 0.1% | 203 | 102 | 102 | 49.8% | 50.2% | 0.4% |
| Indiana | 539 | 311 | 307 | 56.2% | 57.0% | 0.8% | 364 | 280 | 276 | 78.9% | 75.8% | -3.1% | 175 | 31 | 31 | 15.7% | 17.7% | 2.0% |
| Iowa | 421 | 154 | 150 | 36.3% | 35.6% | -0.7% | 372 | 129 | 129 | 34.6% | 34.7% | 0.1% | 49 | 25 | 21 | 49.0% | 42.9% | -6.1% |
| Kansas | 389 | 93 | 101 | 24.1% | 26.0% | 1.9% | 346 | 79 | 83 | 22.9% | 24.0% | 1.1% | 43 | 14 | 18 | 34.1% | 41.9% | 7.8% |
| Kentucky | 332 | 201 | 215 | 60.0% | 64.8% | 4.8% | 253 | 163 | 170 | 64.2% | 67.2% | 3.0% | 79 | 38 | 45 | 46.9% | 57.0% | 10.1% |
| Louisiana | 468 | 112 | 114 | 23.8% | 24.4% | 0.6% | 325 | 66 | 66 | 20.3% | 20.3% | 0.0% | 143 | 46 | 48 | 31.7% | 33.6% | 1.9% |
| Maine | 179 | 108 | 113 | 57.4% | 63.1% | 5.7% | 118 | 86 | 91 | 70.5% | 77.1% | 6.6% | 61 | 22 | 22 | 33.3% | 36.1% | 2.8% |
| Maryland | 327 | 243 | 245 | 74.1% | 74.9% | 0.8% | 177 | 162 | 163 | 93.6% | 92.1% | -1.5% | 150 | 81 | 82 | 52.3% | 54.7% | 2.4% |
| Massachusetts | 395 | 326 | 326 | 82.3% | 82.5% | 0.2% | 260 | 234 | 233 | 91.1% | 89.6% | -1.5% | 135 | 92 | 93 | 66.2% | 68.9% | 2.7% |
| Michigan | 864 | 468 | 488 | 54.1% | 56.5% | 2.4% | 639 | 375 | 388 | 59.0% | 60.7% | 1.7% | 225 | 93 | 100 | 40.6% | 44.4% | 3.8% |
| Minnesota | 479 | 208 | 217 | 43.1% | 45.3% | 2.2% | 392 | 173 | 178 | 44.4% | 45.4% | 1.0% | 87 | 35 | 39 | 37.6% | 44.8% | 7.2% |
| Mississippi | 341 | 129 | 124 | 38.2% | 36.4% | -1.8% | 249 | 91 | 90 | 37.3% | 36.1% | -1.2% | 92 | 38 | 34 | 40.4% | 37.0% | -3.4% |
| Missouri | 619 | 171 | 187 | 27.1% | 30.2% | 3.1% | 502 | 122 | 138 | 24.2% | 27.5% | 3.3% | 117 | 49 | 49 | 39.2% | 41.9% | 2.7% |
| Montana | 199 | 65 | 66 | 32.3% | 33.2% | 0.9% | 173 | 62 | 63 | 35.4% | 36.4% | 1.0% | 26 | 3 | 3 | 11.5% | 11.5% | 0.0% |
| Nebraska | 333 | 76 | 75 | 22.7% | 22.5% | -0.2% | 292 | 58 | 56 | 19.7% | 19.2% | -0.5% | 41 | 18 | 19 | 45.0% | 46.3% | 1.3% |
| Nevada | 105 | 39 | 43 | 40.2% | 41.0% | 0.8% | 77 | 35 | 36 | 51.5% | 46.8% | -4.7% | 28 | 4 | 7 | 13.8% | 25.0% | 11.2% |
| New Hampshire | 112 | 78 | 84 | 69.0% | 75.0% | 6.0% | 76 | 58 | 64 | 76.3% | 84.2% | 7.9% | 36 | 20 | 20 | 54.1% | 55.6% | 1.5% |
| New Jersey | 475 | 406 | 415 | 83.7% | 87.4% | 3.7% | 314 | 306 | 309 | 95.0% | 98.4% | 3.4% | 161 | 100 | 106 | 61.3% | 65.8% | 4.5% |
| New Mexico | 159 | 69 | 77 | 43.9% | 48.4% | 4.5% | 120 | 53 | 59 | 46.5% | 49.2% | 2.7% | 39 | 16 | 18 | 37.2% | 46.2% | 9.0% |
| New York | 1,259 | 945 | 947 | 74.6% | 75.2% | 0.6% | 848 | 710 | 709 | 83.6% | 83.6% | 0.0% | 411 | 235 | 238 | 56.2% | 57.9% | 1.7% |
| North Carolina | 540 | 343 | 365 | 63.3% | 67.6% | 4.3% | 341 | 295 | 303 | 87.0% | 88.9% | 1.9% | 199 | 48 | 62 | 23.6% | 31.2% | 7.6% |
| North Dakota | 195 | 15 | 16 | 7.6% | 8.2% | 0.6% | 183 | 13 | 14 | 7.1% | 7.7% | 0.6% | 12 | 2 | 2 | 14.3% | 16.7% | 2.4% |
| Ohio | 888 | 529 | 542 | 59.7% | 61.0% | 1.3% | 702 | 428 | 443 | 61.4% | 63.1% | 1.7% | 186 | 101 | 99 | 53.4% | 53.2% | -0.2% |
| Oklahoma | 495 | 124 | 167 | 24.8% | 33.7% | 8.9% | 461 | 106 | 152 | 22.8% | 33.0% | 10.2% | 34 | 18 | 15 | 50.0% | 44.1% | -5.9% |
| Oregon | 298 | 148 | 145 | 48.5% | 48.7% | 0.2% | 236 | 124 | 122 | 52.8% | 51.7% | -1.1% | 62 | 24 | 23 | 34.3% | 37.1% | 2.8% |
| Pennsylvania | 931 | 556 | 574 | 60.6% | 61.7% | 1.1% | 599 | 420 | 433 | 72.0% | 72.3% | 0.3% | 332 | 136 | 141 | 40.6% | 42.5% | 1.9% |
| Rhode Island | 67 | 47 | 51 | 74.6% | 76.1% | 1.5% | 44 | 34 | 35 | 85.0% | 79.5% | -5.5% | 23 | 13 | 16 | 56.5% | 69.6% | 13.1% |
| South Carolina | 315 | 224 | 225 | 70.0% | 71.4% | 1.4% | 198 | 184 | 179 | 92.0% | 90.4% | -1.6% | 117 | 40 | 46 | 33.3% | 39.3% | 6.0% |
| South Dakota | 194 | 40 | 41 | 19.0% | 21.1% | 2.1% | 177 | 35 | 35 | 18.2% | 19.8% | 1.6% | 17 | 5 | 6 | 26.3% | 35.3% | 9.0% |
| Tennessee | 408 | 211 | 217 | 50.6% | 53.2% | 2.6% | 290 | 150 | 154 | 51.9% | 53.1% | 1.2% | 118 | 61 | 63 | 47.7% | 53.4% | 5.7% |
| Texas | 1,600 | 909 | 971 | 56.9% | 60.7% | 3.8% | 1,339 | 804 | 854 | 60.5% | 63.8% | 3.3% | 261 | 105 | 117 | 39.0% | 44.8% | 5.8% |
| Utah | 134 | 96 | 93 | 71.6% | 69.4% | -2.2% | 111 | 85 | 82 | 75.9% | 73.9% | -2.0% | 23 | 11 | 11 | 50.0% | 47.8% | -2.2% |
| Vermont | 95 | 66 | 73 | 69.5% | 76.8% | 7.3% | 63 | 53 | 57 | 86.9% | 90.5% | 3.6% | 32 | 13 | 16 | 38.2% | 50.0% | 11.8% |
| Virginia | 478 | 342 | 343 | 69.5% | 71.8% | 2.3% | 312 | 257 | 258 | 82.1% | 82.7% | 0.6% | 166 | 85 | 85 | 47.5% | 51.2% | 3.7% |
| Washington | 425 | 238 | 248 | 54.7% | 58.4% | 3.7% | 333 | 199 | 203 | 61.2% | 61.0% | -0.2% | 92 | 39 | 45 | 35.5% | 48.9% | 13.4% |
| West Virginia | 174 | 99 | 86 | 55.3% | 49.4% | -5.9% | 131 | 93 | 80 | 69.9% | 61.1% | -8.8% | 43 | 6 | 6 | 13.0% | 14.0% | 1.0% |
| Wisconsin | 565 | 351 | 362 | 60.1% | 64.1% | 4.0% | 430 | 307 | 315 | 70.6% | 73.3% | 2.7% | 135 | 44 | 47 | 29.5% | 34.8% | 5.3% |
| Wyoming | 82 | 23 | 25 | 29.1% | 30.5% | 1.4% | 73 | 23 | 24 | 33.3% | 32.9% | -0.4% | 9 | - | 1 | 0.0% | 11.1% | 11.1% |
| TOTAL (U.S.) | 21,837 | 11,843 | 12,229 | 53.8% | 56.0% | 2.2% | 16,028 | 9,371 | 9,582 | 58.8% | 59.8% | 1.0% | 5,809 | 2,472 | 2,647 | 40.6% | 45.6% | 5.0% |
| NON-U.S./U.S. TERR/CAN | | 638 | 657 | | | | | | | | | | | | | | | |
| GRAND TOTAL | | 12,481 | 12,886 | | | | | | | | | | | | | | | |

*SOURCE: Quality Education Data

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# APPENDIX D

## Breakdown of Oklahoma Cost Accounting System (OCAS) Codes Included in each of the Eight ALL FUNDS Expenditure Areas

**1) INSTRUCTION** — INSTRUCTION (1000 Series)

**2) STUDENT SUPPORT** — SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - STUDENTS (2100)
  - Attendance and Social Work Services
  - Guidance Services
  - Health Services
  - Psychological Educational Individual Services
  - Speech Pathology and Audiology Services
  - Other Support Services

**3) INSTR. SUPPORT** — SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
  - Improvement of Instruction Services
  - Educational Media Services
  - Other Support Services - Instr. Staff

**4) DISTRICT ADMIN.** — SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
  - Board of Education Services
  - Executive Administration Services
  - Special Area Administration Services

**5) SCHOOL ADMIN.** — SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
  - Office of the Principal Services (Independent Districts)
  - Other Support Services

**6) DISTRICT SUPPORT** — SUPPORT SERVICES (2000 Series)
- SUPPORT SERVICES - BUSINESS (2500)
  - Fiscal Services
  - Internal Services
- OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
  - Supervision of Operation and Maintenance of Plant Services
  - Operation of Buildings Services
  - Care and Upkeep of Grounds Services
  - Care and Upkeep of Equipment Services
  - Vehicle Operation and Maint. Services (Not Student Trans.)
  - Security Services
  - Asbestos Abatement Services
  - Other Operation and Maintenance of Plant Services
- STUDENT TRANSPORTATION SERVICES (2700)
  - Supervision of Student Transportation Services
  - Vehicle Operation Services
  - Monitoring Services
  - Vehicle Servicing and Maintenance Services
  - Other Student Transportation Services
- SUPPORT SERVICES - CENTRAL (2800)
  - Planning, Research, Development, and Evaluation Services
  - Information Services
  - Staff Services
  - Data Processing Services
- OTHER SUPPORT SERVICES (2900)

Continued on Next Page

**7) DEBT SERVICE**

OTHER OUTLAYS (5000 Series)
DEBT SERVICE (5100)

**8) OTHER**

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
CHILD NUTRITION PROGRAMS OPERATIONS (3100)
Supervision of Child Nutrition Programs Operations
Food Preparation and Dispensing Services
Food and Supplies Delivery Services
Other Direct and/or Related Child Nutrition Programs
Food Procurement Services
Non-Reimbursable Services
Nutrition Education and Staff Development
Other Child Nutrition Programs Operations
OTHER ENTERPRISE SERVICES OPERATIONS (3200)
COMMUNITY SERVICES OPERATIONS (3300)
Supervision of Community Services Operations
Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)
SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)
SITE ACQUISITION SERVICES (4200)
SITE IMPROVEMENT SERVICES (4300)
ARCHITECTURE AND ENGINEERING SERVICES (4400)
EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
BUILDING IMPROVEMENT SERVICES (4700)
OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER OUTLAYS (5000 Series)
DEBT SERVICE (5100)
FUND TRANSFER/REIMBURSEMENT (5200)
CLEARING ACCOUNT (5300 Series)
INDIRECT COST ENTITLEMENT (5400)
PRIVATE NON-PROFIT SCHOOLS (5500)
CORRECTING ENTRY (5600)

OTHER USES (7000 Series)
SCHOLARSHIPS (7100)
STUDENT AID (7200)
STAFF AWARDS (7300)
WORKER'S COMPENSATION CLAIMS (7400)
TORT LIABILITY CLAIMS (7500)
MEDICAL CARE CLAIMS (7600)
FLEX BENEFITS (7700)
LONG-TERM DISABILITY CLAIMS (7800)

REPAYMENT (8000 Series)
RESTRICTED FUNDS (8100)
OTHER REFUNDS (8900)

# APPENDIX E

NATIONAL CENTER FOR EDUCATION STATISTICS

# NAEP 1998 Writing

## REPORT CARD FOR THE NATION AND THE STATES

REPORT CARD naep

September 1999

U.S. Department of Education
Office of Educational Research and Improvement

1999-462

## Table 5.1

Average grade 8 scale scores for the states for public schools only: 1998

| | Average scale score |
|---|---|
| **Nation** | 148 |
| **States** | |
| Alabama | 144 |
| Arizona | 143 |
| Arkansas | 137 |
| California † | 141 |
| Colorado | 151 |
| Connecticut | 165 |
| Delaware | 144 |
| Florida | 142 |
| Georgia | 146 |
| Hawaii | 135 |
| Kentucky | 146 |
| Louisiana | 136 |
| Maine | 155 |
| Maryland | 147 |
| Massachusetts | 155 |
| Minnesota † | 148 |
| Mississippi | 134 |
| Missouri | 142 |
| Montana † | 150 |
| Nevada | 140 |
| New Mexico | 141 |
| New York † | 146 |
| North Carolina | 150 |
| Oklahoma | 152 |
| Oregon | 149 |
| Rhode Island | 148 |
| South Carolina | 140 |
| Tennessee | 148 |
| Texas | 154 |
| Utah | 143 |
| Virginia | 153 |
| Washington | 148 |
| West Virginia | 144 |
| Wisconsin † | 153 |
| Wyoming | 146 |
| **Other Jurisdictions** | |
| District of Columbia | 126 |
| DDESS | 160 |
| DoDDS | 156 |
| Virgin Islands | 124 |

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.

DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools

DoDDS: Department of Defense Dependents Schools (Overseas)

NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Writing Assessment.





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NATIONAL CENTER FOR EDUCATION STATISTICS

# NAEP 1998 Reading

## REPORT CARD FOR THE NATION AND THE STATES

THE NATION'S REPORT CARD naep

March, 1999

U.S. Department of Education
Office of Educational Research and Improvement NCES 1999 500



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## Table 5.1

THE NATION'S REPORT CARD

Average grade 4 scale scores for the states for public schools only: 1992, 1994, and 1998

| | Average scale score | | |
|---|---|---|---|
| | 1992 | 1994 | 1998 |
| **Nation** | 215 | 212 | 215+ |
| **States** | | | |
| Alabama | 207 | 208 | 211 |
| Arizona | 209 | 206 | 207 |
| Arkansas | 211 | 209 | 209 |
| California | 202 | 197 | 202 |
| Colorado | 217 | 213 | 222++++ |
| Connecticut | 222 | 222 | 232++++ |
| Delaware | 213 | 206 | 212++ |
| Florida | 208 | 205 | 207 |
| Georgia | 212 | 207 | 210 |
| Hawaii | 203 | 201 | 200 |
| Iowa† | 225 | 223 | 223 |
| Kansas† | — | — | 222 |
| Kentucky | 213 | 212 | 218+++ |
| Louisiana | 204 | 197 | 204++ |
| Maine | 227 | 228 | 225 |
| Maryland | 211 | 210 | 215+ |
| Massachusetts† | 226 | 223 | 225 |
| Michigan | 216 | — | 217 |
| Minnesota† | 221 | 218 | 222 |
| Mississippi | 199 | 202 | 204* |
| Missouri | 220 | 217 | 216 |
| Montana† | — | 222 | 226 |
| Nevada | — | — | 208 |
| New Hampshire† | 228 | 223 | 226 |
| New Mexico | 211 | 205 | 206 |
| New York† | 215 | 212 | 216 |
| North Carolina | 212 | 214 | 217++ |
| Oklahoma | 220 | — | 220 |
| Oregon | — | — | 214 |
| Rhode Island | 217 | 220 | 218 |
| South Carolina | 210 | 203 | 210++ |
| Tennessee | 212 | 213 | 212 |
| Texas | 213 | 212 | 217 |
| Utah | 220 | 217 | 215++ |
| Virginia | 221 | 213 | 218* |
| Washington | — | 213 | 217+ |
| West Virginia | 216 | 213 | 216 |
| Wisconsin† | 224 | 224 | 224 |
| Wyoming | 223 | 221 | 219* |
| **Other Jurisdictions** | | | |
| District of Columbia | 188 | 179 | 182++ |
| DDESS | — | — | 220 |
| DoDDS | — | 218 | 223++ |
| Virgin Islands | 171 | — | 178* |

++ Indicates that the average scale score in 1998 was significantly different from that in 1992 using a multiple comparison procedure based on all jurisdictions that participated both years. + Indicates that the average scale score in 1998 was significantly different from that in 1992 if only one jurisdiction is being examined. ++ Indicates that the average scale score in 1998 was significantly different from that in 1994 using a multiple comparison procedure based on all jurisdictions that participated both years. + Indicates that the average scale score in 1998 was significantly different from that in 1994 if only one jurisdiction or the nation is being examined.

— Indicates jurisdiction did not participate. † Indicates jurisdiction did not meet one or more of the guidelines for school participation. DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools. DoDDS: Department of Defense Dependents Schools (Overseas). NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table. SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, and 1998 Reading Assessments.



*Office of Accountability – Profiles 1999 State Report - Page 85*

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## Table 5.2

Average grade 8 scale scores for the states for public schools only: 1998

| | Average scale score 1998 |
|---|---|
| **Nation** | 261 |
| **States** | |
| **Alabama** | **255** |
| **Arizona** | **261** |
| **Arkansas** | **256** |
| **California†** | **253** |
| **Colorado** | **264** |
| Connecticut | 272 |
| Delaware | 256 |
| Florida | 253 |
| Georgia | 257 |
| Hawaii | 250 |
| **Kansas†** | **268** |
| **Kentucky** | **262** |
| **Louisiana** | **252** |
| **Maine** | **273** |
| **Maryland†** | **262** |
| Massachusetts | 269 |
| Minnesota† | 267 |
| Mississippi | 251 |
| Missouri | 263 |
| Montana† | 270 |
| **Nevada** | **257** |
| **New Mexico** | **258** |
| **New York†** | **266** |
| **North Carolina** | **264** |
| **Oklahoma** | **265** |
| Oregon | 266 |
| Rhode Island | 262 |
| South Carolina | 255 |
| Tennessee | 259 |
| Texas | 262 |
| **Utah** | **265** |
| **Virginia** | **266** |
| **Washington** | **265** |
| **West Virginia** | **262** |
| **Wisconsin†** | **266** |
| **Wyoming** | **262** |
| **Other Jurisdictions** | |
| District of Columbia | 236 |
| DDESS | 269 |
| DoDDS | 269 |
| Virgin Islands | 233 |

† Indicates jurisdiction did not meet one or more of the guidelines for school participation.
DDESS: Department of Defense Domestic Dependent Elementary and Secondary Schools.
DoDDS: Department of Defense Dependents Schools (Overseas).
NOTE: National results are based on the national assessment sample, not on aggregated state assessment samples. Differences between states and jurisdictions may be partially explained by other factors not included in this table.
SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

# APPENDIX F

## Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and the ACT composite quartile values of the core and noncore completers reveals not only the range of achievement within each category but also the overall difference in achievement related to academic preparation. The 50th percentile (median) is the value that separates the distribution of scores into two equal halves: half of the students have scores higher than the median and half have scores lower. The 75th percentile means that 75 percent of the students had scores at or below that value (or 25 percent had scores higher than that value). Fifty percent of all scores lie between the 25th and 75th percentiles.

In general, for states with a high percentage of ACT-tested graduates, large differences exist in overall achievement, as measured by the ACT Assessment, and in levels of academic preparation. For states with a low percentage of ACT-tested students, however, the differences in achievement between core and non-core completers are not as definitive.

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# ACT Average Composite Scores by State
## 1999 ACT-Tested Graduates

| State | Average Composite Score | Total: % of Graduates Tested* | Total: Quartile Values 25th | Total: Quartile Values 50th | Total: Quartile Values 75th | Core Completers: % of Total Tested* | Core Completers: Quartile Values 25th | Core Completers: Quartile Values 50th | Core Completers: Quartile Values 75th | Non-Core Completers: % of Total Tested* | Non-Core Completers: Quartile Values 25th | Non-Core Completers: Quartile Values 50th | Non-Core Completers: Quartile Values 75th | No Course Data: Percent of Total Tested* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 20.2 | 65 | 16.7 | 19.6 | 23.2 | 65 | 18.1 | 21.0 | 24.4 | 33 | 14.8 | 17.1 | 20.0 | 2 |
| Alaska | 21.1 | 35 | 16.8 | 21.1 | 25.2 | 42 | 21.0 | 24.2 | 27.5 | 27 | 16.9 | 20.1 | 23.5 | 31 |
| Arizona | 21.4 | 28 | 18.0 | 21.3 | 24.7 | 70 | 18.8 | 22.0 | 25.3 | 27 | 16.2 | 19.4 | 23.0 | 3 |
| Arkansas | 20.3 | 69 | 16.8 | 19.9 | 23.5 | 74 | 17.8 | 20.8 | 24.2 | 21 | 14.7 | 17.0 | 20.0 | 6 |
| California | 21.3 | 12 | 17.6 | 21.2 | 24.8 | 65 | 18.6 | 22.1 | 25.5 | 31 | 16.0 | 19.2 | 22.9 | 4 |
| Colorado | 21.5 | 62 | 18.1 | 21.3 | 24.7 | 57 | 19.5 | 22.5 | 25.7 | 40 | 16.7 | 19.5 | 22.9 | 3 |
| Connecticut | 21.6 | 3 | 18.0 | 21.8 | 25.1 | 43 | 18.9 | 22.2 | 25.6 | 41 | 17.1 | 21.0 | 24.6 | 16 |
| Delaware | 20.5 | 3 | 16.5 | 20.3 | 24.1 | 62 | 17.8 | 21.4 | 24.9 | 34 | 15.3 | 18.0 | 21.5 | 5 |
| Washington DC | 18.6 | 13 | 14.6 | 17.8 | 22.4 | 64 | 15.2 | 18.3 | 22.4 | 23 | 13.2 | 16.6 | 21.6 | 13 |
| Florida | 20.6 | 39 | 17.1 | 20.3 | 23.8 | 70 | 18.2 | 21.2 | 24.6 | 25 | 15.2 | 17.7 | 20.9 | 5 |
| Georgia | 20.0 | 16 | 16.4 | 19.6 | 23.2 | 76 | 17.2 | 20.3 | 23.9 | 20 | 14.6 | 16.9 | 20.2 | 5 |
| Hawaii | 21.6 | 18 | 17.9 | 21.5 | 24.9 | 69 | 18.6 | 22.1 | 25.2 | 26 | 16.1 | 19.7 | 23.6 | 5 |
| Idaho | 21.4 | 60 | 18.1 | 21.1 | 24.5 | 48 | 19.5 | 22.5 | 25.5 | 49 | 17.0 | 19.8 | 23.0 | 3 |
| Illinois | 21.4 | 67 | 17.7 | 21.1 | 24.9 | 51 | 19.5 | 22.8 | 26.2 | 46 | 16.3 | 19.3 | 22.9 | 2 |
| Indiana | 21.2 | 19 | 17.7 | 20.8 | 24.5 | 62 | 18.9 | 22.0 | 25.4 | 33 | 16.3 | 18.8 | 22.0 | 5 |
| Iowa | 22.0 | 66 | 18.7 | 21.7 | 25.1 | 66 | 19.9 | 22.8 | 26.0 | 32 | 16.8 | 19.4 | 22.4 | 2 |
| Kansas | 21.5 | 75 | 18.0 | 21.2 | 24.7 | 54 | 19.8 | 22.9 | 26.1 | 44 | 16.6 | 19.2 | 22.3 | 3 |
| Kentucky | 20.1 | 68 | 16.7 | 19.6 | 23.1 | 44 | 17.8 | 20.7 | 24.1 | 54 | 16.0 | 18.8 | 22.2 | 2 |
| Louisiana | 19.6 | 76 | 16.0 | 19.2 | 22.5 | 70 | 17.2 | 20.3 | 23.5 | 27 | 14.4 | 16.4 | 19.1 | 3 |
| Maine | 22.1 | 4 | 18.5 | 22.1 | 25.5 | 45 | 19.2 | 23.1 | 26.1 | 45 | 18.3 | 21.6 | 25.4 | 10 |
| Maryland | 20.9 | 10 | 17.0 | 20.7 | 24.6 | 70 | 17.6 | 21.1 | 24.8 | 25 | 15.9 | 19.3 | 23.4 | 5 |
| Massachusetts | 22.0 | 6 | 18.6 | 22.0 | 25.4 | 44 | 18.8 | 22.3 | 25.5 | 41 | 18.3 | 21.8 | 25.4 | 15 |
| Michigan | 21.3 | 69 | 17.8 | 21.0 | 24.6 | 55 | 19.3 | 22.5 | 25.8 | 42 | 16.5 | 19.2 | 22.4 | 2 |
| Minnesota | 22.1 | 64 | 18.8 | 21.9 | 25.2 | 69 | 19.7 | 22.7 | 25.8 | 26 | 17.1 | 19.9 | 23.2 | 3 |
| Mississippi | 18.7 | 82 | 15.3 | 18.0 | 21.4 | 61 | 16.4 | 19.3 | 22.9 | 37 | 14.3 | 16.3 | 18.8 | 2 |
| Missouri | 21.6 | 67 | 18.1 | 21.2 | 24.8 | 61 | 19.4 | 22.5 | 25.8 | 36 | 16.4 | 19.1 | 22.3 | 3 |

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity* 1996-2012, Copyright © by Western Interstate Commission for Higher Education, February, 1998.


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# ACT Average Composite by State
## 1999 ACT-Tested Graduates

| State | Average Composite Score | Total: % of Graduates Tested* | Total: Quartile Values 25th | Total: Quartile Values 50th | Total: Quartile Values 75th | Core Completers: % of Total Tested* | Core Completers: Quartile Values 25th | Core Completers: Quartile Values 50th | Core Completers: Quartile Values 75th | Non-Core Completers: % of Total Tested* | Non-Core Completers: Quartile Values 25th | Non-Core Completers: Quartile Values 50th | Non-Core Completers: Quartile Values 75th | No Course Data: Percent of Total Tested* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Montana | 21.8 | 54 | 18.5 | 21.5 | 24.8 | 56 | 20.1 | 23.1 | 26.0 | 41 | 17.0 | 19.6 | 22.5 | 2 |
| Nebraska | 21.7 | 73 | 18.4 | 21.4 | 24.9 | 67 | 19.5 | 22.4 | 25.7 | 31 | 16.6 | 19.3 | 22.4 | 2 |
| Nevada | 21.5 | 41 | 18.2 | 21.3 | 24.6 | 65 | 19.2 | 22.1 | 25.3 | 33 | 16.8 | 19.7 | 22.7 | 2 |
| New Hampshire | 22.2 | 5 | 19.0 | 22.3 | 25.4 | 55 | 19.8 | 22.9 | 26.2 | 38 | 18.1 | 21.4 | 24.8 | 6 |
| New Jersey | 20.7 | 4 | 17.2 | 20.4 | 23.8 | 34 | 17.9 | 20.9 | 24.4 | 59 | 16.8 | 19.9 | 23.4 | 7 |
| New Mexico | 20.1 | 64 | 16.6 | 19.7 | 23.3 | 53 | 17.8 | 21.0 | 24.4 | 43 | 15.5 | 18.2 | 21.5 | 3 |
| New York | 22.0 | 14 | 18.5 | 21.9 | 25.4 | 63 | 20.0 | 23.1 | 26.3 | 30 | 16.4 | 19.1 | 22.4 | 7 |
| North Carolina | 19.4 | 12 | 15.7 | 18.7 | 22.6 | 64 | 16.7 | 19.7 | 23.7 | 32 | 14.4 | 16.8 | 20.0 | 4 |
| North Dakota | 21.4 | 79 | 18.1 | 21.1 | 24.4 | 63 | 19.8 | 22.5 | 25.6 | 35 | 16.2 | 18.6 | 21.5 | 2 |
| Ohio | 21.4 | 59 | 18.0 | 21.1 | 24.6 | 62 | 19.4 | 22.3 | 25.7 | 36 | 16.3 | 19.0 | 22.2 | 2 |
| Oklahoma | 20.6 | 69 | 17.1 | 20.1 | 23.6 | 52 | 18.5 | 21.5 | 24.9 | 45 | 16.0 | 18.7 | 21.7 | 3 |
| Oregon | 22.6 | 11 | 19.4 | 22.5 | 25.7 | 60 | 20.8 | 23.7 | 26.8 | 37 | 17.6 | 20.7 | 23.9 | 3 |
| Pennsylvania | 21.4 | 7 | 17.9 | 21.2 | 24.7 | 69 | 18.9 | 22.1 | 25.3 | 26 | 16.3 | 19.2 | 23.1 | 5 |
| Rhode Island | 22.7 | 3 | 19.5 | 22.6 | 26.2 | 44 | 19.2 | 22.9 | 26.1 | 47 | 18.8 | 22.0 | 25.6 | 9 |
| South Carolina | 19.1 | 18 | 15.6 | 18.5 | 22.1 | 70 | 16.6 | 19.3 | 22.8 | 26 | 13.9 | 16.1 | 19.4 | 4 |
| South Dakota | 21.2 | 70 | 18.0 | 20.9 | 24.2 | 63 | 19.2 | 22.1 | 25.1 | 35 | 16.4 | 19.0 | 22.0 | 2 |
| Tennessee | 19.9 | 77 | 16.3 | 19.4 | 23.0 | 62 | 17.5 | 20.6 | 24.1 | 36 | 15.0 | 17.6 | 20.7 | 2 |
| Texas | 20.3 | 31 | 16.9 | 20.0 | 23.4 | 70 | 17.9 | 20.9 | 24.2 | 27 | 15.2 | 17.9 | 20.7 | 3 |
| Utah | 21.4 | 68 | 18.0 | 21.1 | 24.5 | 43 | 19.2 | 22.3 | 25.5 | 55 | 17.2 | 20.2 | 23.6 | 3 |
| Vermont | 21.9 | 9 | 18.4 | 22.0 | 25.3 | 46 | 19.1 | 22.5 | 25.7 | 40 | 17.3 | 21.1 | 24.7 | 13 |
| Virginia | 20.6 | 7 | 17.0 | 20.3 | 24.0 | 67 | 17.8 | 21.0 | 24.6 | 25 | 15.6 | 18.5 | 22.5 | 7 |
| Washington | 22.6 | 18 | 19.2 | 22.4 | 25.9 | 56 | 20.1 | 23.3 | 26.5 | 41 | 18.0 | 21.3 | 24.7 | 2 |
| West Virginia | 20.2 | 58 | 17.0 | 19.7 | 22.9 | 43 | 18.4 | 21.1 | 24.2 | 56 | 16.2 | 18.8 | 21.8 | 2 |
| Wisconsin | 22.3 | 67 | 19.1 | 22.1 | 25.3 | 61 | 20.0 | 22.9 | 26.0 | 36 | 17.8 | 20.6 | 23.6 | 3 |
| Wyoming | 21.4 | 66 | 18.2 | 21.2 | 24.4 | 54 | 19.6 | 22.3 | 25.5 | 44 | 16.9 | 19.7 | 22.9 | 2 |
| **National** | 21.0 | 36 | 17.5 | 20.7 | 24.3 | 60 | 18.7 | 21.8 | 25.2 | 36 | 16.0 | 18.8 | 22.2 | 4 |

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# APPENDIX G

# Cautions on the use of aggregate SAT scores*

As measures of developed verbal and mathematical abilities important for success in college, SAT scores are useful in making decisions about individual students and assessing their academic preparation. Using these scores in aggregate form as a single measure to rank or rate teachers, educational institutions, districts, or states is invalid because it does not include all students. In being incomplete, this use is inherently unfair.

The most significant factor in interpreting SAT scores is the proportion of eligible students taking the exam--the participation rate. In general, the higher the percentage of students taking the test, the lower the average scores. In some states, a very small percentage of college-bound seniors take the SAT. Typically, these students have strong academic backgrounds and are applicants to the nation's most selective colleges and scholarship programs. Therefore, it is to be expected that the SAT verbal and mathematical averages reported for these states will be higher than the national average. In states where a greater proportion of students with a wide range of academic backgrounds take the SAT, and where most colleges in the state require the test for admission, the scores are closer to the national average. Thus, to make useful comparisons of students' performance between states, a common test given to all students would be required. Because the percentage of SAT takers varies widely among the states, and because the test takers are self-selected, the SAT is inappropriate for this purpose.

In looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors and others of less tangible nature could very well have a significant influence on average scores. This is not to say, however, that scores cannot be used properly as one indicator of educational quality. Average scores analyzed from a number of years can reveal trends in the academic preparation of students who take the test and can provide individual states and schools with a means of self-evaluation and self-comparison.

By studying other indicators--such as retention/attrition rates, graduation rates, number of courses taken in academic subjects, or scores on other standardized tests--one can evaluate the general direction in which education in a particular jurisdiction is headed. A careful examination of other conditions impinging on the educational enterprise, such as pupil-teacher ratios, teacher credentials, expenditures per student, and minority enrollment, is also important.

Summaries of scores and other information by state, college, or school district can be used in curriculum development, faculty staffing, financial aid assessment, planning for physical facilities, and student services such as guidance and placement. Aggregate data can also be useful to state, regional, and national education policymakers, especially in tracking changes during a period of time.

*Excerpted from *Guidelines on the Uses of College Board Test Scores and Related Data*. Copyright © 1988 by College Entrance Examination Board. All rights reserved.

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# SAT Table 2: SAT Averages by State for 1989 and 1996-1999

**Comparing or ranking states on the basis of SAT scores alone is invalid and strongly discouraged by the College Board**

| | 1989 | | 1996 | | 1997 | | 1998 | | 1999 | | % Grads Taking SAT |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | V | M | V | M | V | M | V | M | V | M | |
| Alabama | 556 | 539 | 565 | 558 | 561 | 555 | 562 | 558 | 561 | 555 | 9% |
| Alaska | 519 | 505 | 521 | 513 | 520 | 517 | 521 | 520 | 516 | 514 | 50% |
| Arizona | 528 | 523 | 525 | 521 | 523 | 522 | 525 | 528 | 524 | 525 | 34% |
| Arkansas | 547 | 536 | 566 | 550 | 567 | 558 | 568 | 555 | 563 | 556 | 6% |
| California | 498 | 509 | 495 | 511 | 496 | 514 | 497 | 516 | 497 | 514 | 49% |
| Colorado | 534 | 530 | 536 | 538 | 536 | 539 | 537 | 542 | 536 | 540 | 32% |
| Connecticut | 512 | 498 | 507 | 504 | 509 | 507 | 510 | 509 | 510 | 509 | 80% |
| Delaware | 512 | 494 | 508 | 495 | 505 | 498 | 501 | 493 | 503 | 497 | 67% |
| D.C. | 481 | 466 | 489 | 473 | 490 | 475 | 488 | 476 | 494 | 478 | 77% |
| Florida | 497 | 494 | 498 | 496 | 499 | 499 | 500 | 501 | 499 | 498 | 53% |
| Georgia | 479 | 475 | 484 | 477 | 486 | 481 | 486 | 482 | 487 | 482 | 63% |
| Hawaii | 482 | 507 | 485 | 510 | 483 | 512 | 483 | 513 | 482 | 513 | 52% |
| Idaho | 541 | 523 | 543 | 536 | 544 | 539 | 545 | 544 | 542 | 540 | 16% |
| Illinois | 537 | 539 | 564 | 575 | 562 | 578 | 564 | 581 | 569 | 585 | 12% |
| Indiana | 490 | 487 | 494 | 494 | 494 | 497 | 497 | 500 | 496 | 498 | 60% |
| Iowa | 585 | 585 | 590 | 600 | 589 | 601 | 593 | 601 | 594 | 598 | 5% |
| Kansas | 569 | 561 | 579 | 571 | 578 | 575 | 582 | 585 | 578 | 576 | 9% |
| Kentucky | 552 | 539 | 549 | 544 | 548 | 546 | 547 | 550 | 547 | 547 | 12% |
| Louisiana | 549 | 534 | 559 | 550 | 560 | 553 | 562 | 558 | 561 | 558 | 8% |
| Maine | 508 | 493 | 504 | 498 | 507 | 504 | 504 | 501 | 507 | 503 | 68% |
| Maryland | 510 | 505 | 507 | 504 | 507 | 507 | 506 | 508 | 507 | 507 | 65% |
| Massachusetts | 509 | 499 | 507 | 504 | 508 | 508 | 508 | 508 | 511 | 511 | 78% |
| Michigan | 534 | 534 | 557 | 565 | 557 | 566 | 558 | 569 | 557 | 565 | 11% |
| Minnesota | 550 | 550 | 582 | 593 | 582 | 592 | 585 | 598 | 586 | 598 | 9% |
| Mississippi | 547 | 536 | 569 | 557 | 567 | 551 | 562 | 549 | 563 | 548 | 4% |
| Missouri | 546 | 538 | 570 | 569 | 567 | 568 | 570 | 573 | 572 | 572 | 8% |
| Montana | 545 | 542 | 546 | 547 | 545 | 548 | 543 | 546 | 545 | 546 | 21% |
| Nebraska | 562 | 560 | 567 | 568 | 562 | 564 | 565 | 571 | 568 | 571 | 8% |
| Nevada | 516 | 512 | 508 | 507 | 508 | 509 | 510 | 513 | 512 | 517 | 34% |
| New Hampshire | 524 | 510 | 520 | 514 | 521 | 518 | 523 | 520 | 520 | 518 | 72% |
| New Jersey | 500 | 497 | 498 | 505 | 497 | 508 | 497 | 508 | 498 | 510 | 80% |
| New Mexico | 558 | 550 | 554 | 548 | 554 | 545 | 554 | 551 | 549 | 542 | 12% |
| New York | 495 | 496 | 497 | 499 | 495 | 502 | 495 | 503 | 495 | 502 | 76% |
| North Carolina | 474 | 469 | 490 | 486 | 490 | 488 | 490 | 492 | 493 | 493 | 61% |
| North Dakota | 574 | 581 | 596 | 599 | 588 | 595 | 590 | 599 | 594 | 605 | 5% |
| Ohio | 528 | 520 | 536 | 535 | 535 | 536 | 536 | 540 | 534 | 538 | 25% |
| Oklahoma | 554 | 542 | 566 | 557 | 568 | 560 | 568 | 564 | 567 | 560 | 8% |
| Oregon | 519 | 509 | 523 | 521 | 525 | 524 | 528 | 528 | 525 | 525 | 53% |
| Pennsylvania | 501 | 490 | 498 | 492 | 498 | 495 | 497 | 495 | 498 | 495 | 70% |
| Rhode Island | 506 | 492 | 501 | 491 | 499 | 493 | 501 | 495 | 504 | 499 | 70% |
| South Carolina | 476 | 469 | 480 | 474 | 479 | 474 | 478 | 473 | 479 | 475 | 61% |
| South Dakota | 573 | 560 | 574 | 566 | 574 | 570 | 584 | 581 | 585 | 588 | 4% |
| Tennessee | 561 | 542 | 563 | 552 | 564 | 556 | 564 | 557 | 559 | 553 | 13% |
| Texas | 492 | 490 | 495 | 500 | 494 | 501 | 494 | 501 | 494 | 499 | 50% |
| Utah | 572 | 555 | 583 | 575 | 576 | 570 | 572 | 570 | 570 | 568 | 5% |
| Vermont | 512 | 497 | 506 | 500 | 508 | 502 | 508 | 504 | 514 | 506 | 70% |
| Virginia | 507 | 498 | 507 | 496 | 506 | 497 | 507 | 499 | 508 | 499 | 65% |
| Washington | 524 | 515 | 519 | 519 | 523 | 523 | 524 | 526 | 525 | 526 | 52% |
| West Virginia | 525 | 515 | 526 | 506 | 524 | 508 | 525 | 513 | 527 | 512 | 18% |
| Wisconsin | 553 | 554 | 577 | 586 | 579 | 590 | 581 | 594 | 584 | 595 | 7% |
| Wyoming | 538 | 537 | 544 | 544 | 543 | 543 | 548 | 546 | 546 | 551 | 10% |
| ***National*** | ***504*** | ***502*** | ***505*** | ***508*** | ***505*** | ***511*** | ***505*** | ***512*** | ***505*** | ***511*** | 43% |

*Based on the projection of high school graduates in 1999 by the Western Interstate Commision for Higher Education, and number of students in the class of 1999 who took the SAT I: Reasoning Test. Updated projections in this column make it inappropriate to compare percentages for this year with those of previous years.

# APPENDIX H

# Indicators Displayed in Maps

## Data Values for Information Presented in Maps

| County | Average Salary of Oklahoma Public School Teachers Including Benefits | Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS | Oklahoma Public School 9th through 12th Grade Dropout Rate | Percent of Oklahoma HS Graduates Completing Courses Required for Admission to Oklahoma Public Colleges | Average Grade Point of Oklahoma Public HS Seniors |
|---|---|---|---|---|---|
| Adair | $31,127 | $6,483 | 3.5% | 46.7% | 2.91 |
| Alfalfa | $31,575 | $6,576 | 1.0% | 65.6% | 3.37 |
| Atoka | $30,637 | $5,610 | 1.8% | 63.3% | 2.98 |
| Beaver | $30,906 | $6,975 | 2.4% | 85.0% | 3.13 |
| Beckham | $30,826 | $5,126 | 3.9% | 63.6% | 3.03 |
| Blaine | $31,440 | $6,342 | 4.7% | 66.2% | 3.26 |
| Bryan | $30,883 | $5,469 | 4.8% | 66.5% | 2.93 |
| Caddo | $30,286 | $5,939 | 3.6% | 65.9% | 3.03 |
| Canadian | $30,175 | $4,615 | 2.4% | 62.0% | 3.06 |
| Carter | $29,896 | $5,521 | 3.7% | 71.3% | 2.98 |
| Cherokee | $31,652 | $5,730 | 7.0% | 63.8% | 3.08 |
| Choctaw | $30,993 | $5,791 | 3.1% | 26.2% | 2.76 |
| Cimarron | $30,124 | $8,132 | 0.6% | 76.6% | 3.29 |
| Cleveland | $30,982 | $4,787 | 5.4% | 63.7% | 2.99 |
| Coal | $30,117 | $6,276 | 3.6% | 48.5% | 3.15 |
| Comanche | $33,521 | $5,245 | 4.3% | 56.8% | 2.98 |
| Cotton | $29,193 | $5,281 | 2.6% | 92.5% | 2.96 |
| Craig | $29,892 | $5,408 | 5.6% | 64.4% | 3.13 |
| Creek | $29,804 | $4,831 | 4.3% | 76.4% | 2.99 |
| Custer | $30,316 | $5,620 | 4.2% | 84.9% | 3.17 |
| Delaware | $30,799 | $5,180 | 7.1% | 57.4% | 2.72 |
| Dewey | $30,567 | $7,392 | 0.6% | 84.7% | 3.24 |
| Ellis | $29,867 | $6,911 | 0.8% | 86.2% | 3.23 |
| Garfield | $31,280 | $5,065 | 5.3% | 78.2% | 3.00 |
| Garvin | $29,915 | $5,282 | 4.3% | 64.3% | 2.91 |
| Grady | $29,954 | $5,185 | 3.7% | 60.1% | 3.03 |
| Grant | $30,518 | $6,971 | 0.3% | 67.6% | 3.34 |
| Greer | $30,451 | $6,133 | 4.0% | 66.2% | 2.91 |
| Harmon | $31,827 | $6,115 | 8.1% | 66.7% | 3.08 |
| Harper | $32,122 | $7,117 | 0.8% | 84.8% | 3.52 |
| Haskell | $31,233 | $5,319 | 4.9% | 42.2% | 3.08 |
| Hughes | $29,612 | $6,273 | 11.0% | 76.6% | 2.88 |
| Jackson | $32,470 | $5,075 | 1.8% | 58.2% | 3.09 |
| Jefferson | $30,172 | $5,824 | 5.1% | 59.3% | 3.16 |
| Johnston | $30,632 | $5,816 | 3.1% | 67.8% | 2.84 |
| Kay | $29,903 | $5,057 | 6.3% | 47.6% | 2.98 |
| Kingfisher | $30,138 | $5,591 | 2.3% | 65.0% | 3.06 |
| Kiowa | $30,245 | $6,071 | 7.9% | 67.2% | 3.00 |
| Latimer | $30,597 | $5,341 | 1.0% | 63.8% | 3.00 |
| Le Flore | $30,845 | $5,546 | 5.1% | 53.1% | 3.09 |

Continued Next Page

# Indicators Displayed in Maps

## Data Values for Information Presented in Maps

## continued from previous page

| County | Average Salary of Oklahoma Public School Teachers Including Benefits | Per student Expenditures at Oklahoma Public Schools Using ALL FUNDS | Oklahoma Public School 9th through 12th Grade Dropout Rate | Percent of Oklahoma HS Graduates Completing Courses Required for Admission to Oklahoma Public Colleges | Average Grade Point of Oklahoma Public HS Seniors |
|---|---|---|---|---|---|
| Lincoln | $30,269 | $4,829 | 2.8% | 77.7% | 2.92 |
| Logan | $30,776 | $5,117 | 4.1% | 78.0% | 3.06 |
| Love | $29,990 | $5,186 | 3.8% | 71.7% | 2.91 |
| Major | $31,246 | $5,887 | 2.9% | 68.8% | 3.15 |
| Marshall | $29,598 | $5,397 | 2.6% | 70.3% | 3.23 |
| Mayes | $31,295 | $5,167 | 6.9% | 36.8% | 3.02 |
| McClain | $29,780 | $4,826 | 3.3% | 60.5% | 3.16 |
| McCurtain | $30,065 | $5,754 | 4.2% | 53.0% | 2.88 |
| McIntosh | $30,030 | $5,566 | 4.6% | 64.8% | 2.95 |
| Murray | $30,571 | $5,294 | 2.7% | 77.2% | 2.82 |
| Muskogee | $32,243 | $5,513 | 6.8% | 30.9% | 2.92 |
| Noble | $30,237 | $6,584 | 2.8% | 115.8% | 3.00 |
| Nowata | $30,938 | $5,579 | 2.7% | 54.6% | 2.95 |
| Okfuskee | $30,667 | $5,736 | 4.3% | 40.5% | 2.89 |
| Oklahoma | $31,393 | $5,365 | 6.3% | 71.8% | 3.03 |
| Okmulgee | $31,089 | $5,123 | 4.4% | 84.9% | 2.89 |
| Osage | $29,701 | $5,667 | 3.9% | 51.6% | 2.98 |
| Ottawa | $31,073 | $5,146 | 5.6% | 43.3% | 2.91 |
| Pawnee | $30,369 | $4,838 | 3.2% | 51.4% | 3.11 |
| Payne | $30,823 | $5,608 | 3.6% | 75.7% | 3.08 |
| Pittsburg | $30,936 | $5,627 | 4.9% | 53.4% | 2.91 |
| Pontotoc | $30,426 | $5,430 | 4.0% | 70.1% | 3.08 |
| Pottawatomie | $30,953 | $5,222 | 6.4% | 75.3% | 2.77 |
| Pushmataha | $30,785 | $6,274 | 2.6% | 54.7% | 3.04 |
| Roger Mills | $31,765 | $9,892 | 0.6% | 76.7% | 3.33 |
| Rogers | $30,121 | $4,783 | 3.9% | 51.6% | 2.97 |
| Seminole | $30,046 | $5,705 | 7.2% | 61.5% | 2.85 |
| Sequoyah | $30,687 | $5,344 | 4.3% | 57.5% | 3.00 |
| Stephens | $30,539 | $5,021 | 5.3% | 67.5% | 3.10 |
| Texas | $29,273 | $6,053 | 6.7% | 33.2% | 3.03 |
| Tillman | $30,888 | $6,101 | 5.2% | 63.2% | 3.13 |
| Tulsa | $30,594 | $5,406 | 6.1% | 77.2% | 2.81 |
| Wagoner | $30,866 | $4,917 | 6.8% | 56.7% | 2.92 |
| Washington | $30,526 | $5,032 | 3.6% | 59.6% | 2.82 |
| Washita | $30,586 | $5,407 | 2.7% | 58.8% | 3.09 |
| Woods | $31,366 | $6,941 | 3.2% | 70.3% | 2.96 |
| Woodward | $29,782 | $5,425 | 4.3% | 71.7% | 2.95 |
| **State Summary** | **$30,851** | **$5,347** | **5.1%** | **66.2%** | **2.97** |

# Indicators Displayed in Maps

Data Values for Information Presented in Maps

## PROFILES 1999 CONTINUED

| County | Average Composite ACT Score of Oklahoma Public HS Graduates | Oklahoma College Going Rate of Oklahoma Public HS Graduates | Percent of Oklahoma Public College Freshmen Taking Remedial Courses | Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS | Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates |
|---|---|---|---|---|---|
| Adair | 19.6 | 30.8% | 50.5% | 73.6% | 33.3% |
| Alfalfa | 22.7 | 64.5% | 27.4% | 77.5% | 39.2% |
| Atoka | 19.6 | 46.9% | 46.0% | 70.0% | 32.3% |
| Beaver | 20.9 | 37.8% | 29.3% | 70.7% | 39.8% |
| Beckham | 20.4 | 51.3% | 29.4% | 84.4% | 32.9% |
| Blaine | 20.3 | 53.2% | 34.4% | 67.2% | 36.4% |
| Bryan | 20.3 | 48.4% | 32.5% | 77.5% | 38.2% |
| Caddo | 19.2 | 43.3% | 44.9% | 61.6% | 32.6% |
| Canadian | 20.8 | 57.6% | 34.6% | 64.4% | 35.0% |
| Carter | 20.4 | 58.8% | 38.9% | 73.7% | 36.5% |
| Cherokee | 21.2 | 39.3% | 46.8% | 75.3% | 31.3% |
| Choctaw | 19.5 | 40.5% | 38.5% | 75.4% | 41.1% |
| Cimarron | 20.0 | 38.0% | 35.0% | 77.1% | 40.9% |
| Cleveland | 22.0 | 52.1% | 41.2% | 72.1% | 30.0% |
| Coal | 19.5 | 44.8% | 35.0% | 65.9% | 38.7% |
| Comanche | 20.4 | 43.5% | 38.1% | 70.5% | 30.1% |
| Cotton | 20.0 | 44.4% | 45.5% | 67.0% | 33.0% |
| Craig | 19.7 | 50.5% | 45.7% | 80.1% | 37.1% |
| Creek | 20.3 | 52.8% | 30.7% | 72.0% | 30.4% |
| Custer | 21.2 | 60.0% | 22.7% | 74.4% | 39.9% |
| Delaware | 19.6 | 41.1% | 48.1% | 72.5% | 29.1% |
| Dewey | 19.8 | 53.5% | 27.5% | 73.9% | 32.2% |
| Ellis | 19.2 | 52.6% | 29.3% | 85.4% | 45.0% |
| Garfield | 21.4 | 48.4% | 25.2% | 79.2% | 37.4% |
| Garvin | 19.0 | 40.2% | 36.8% | 72.1% | 40.3% |
| Grady | 20.4 | 51.5% | 38.2% | 65.8% | 35.0% |
| Grant | 22.1 | 63.0% | 32.0% | 78.2% | 46.2% |
| Greer | 20.6 | 46.8% | 42.0% | 70.0% | 26.9% |
| Harmon | 21.3 | 64.5% | 42.7% | 80.0% | 27.9% |
| Harper | 20.6 | 59.2% | 25.0% | 68.3% | 48.3% |
| Haskell | 20.1 | 49.6% | 35.4% | 74.4% | 43.6% |
| Hughes | 18.7 | 48.1% | 35.2% | 72.7% | 29.5% |
| Jackson | 20.7 | 56.1% | 38.7% | 77.5% | 40.0% |
| Jefferson | 20.5 | 33.8% | 41.5% | 64.6% | 37.3% |
| Johnston | 19.4 | 45.6% | 39.5% | 75.2% | 28.2% |
| Kay | 21.0 | 53.8% | 34.7% | 76.5% | 41.6% |
| Kingfisher | 20.8 | 61.5% | 29.8% | 71.2% | 36.0% |
| Kiowa | 19.4 | 54.5% | 30.3% | 71.1% | 39.0% |
| Latimer | 20.3 | 45.5% | 41.7% | 85.1% | 41.0% |
| Le Flore | 19.7 | 39.9% | 41.2% | 79.7% | 40.5% |

Continued Next Page

# Indicators Displayed in Maps

## Data Values for Information Presented in Maps

## continued from previous page

| County | Average Composite ACT Score of Oklahoma Public HS Graduates | Oklahoma College Going Rate of Oklahoma Public HS Graduates | Percent of Oklahoma Public College Freshmen Taking Remedial Courses | Oklahoma Public College Freshmen with a GPA of 2.0 or Higher Who Graduated from an Oklahoma Public HS | Oklahoma Public College Completion Rate of Oklahoma Public HS Graduates |
|---|---|---|---|---|---|
| Lincoln | 20 | 46.7% | 33.0% | 75.8% | 27.6% |
| Logan | 20 | 47.3% | 36.6% | 68.5% | 30.3% |
| Love | 20 | 43.0% | 37.7% | 73.7% | 33.3% |
| Major | 22 | 59.6% | 25.6% | 77.9% | 41.8% |
| Marshall | 20 | 54.6% | 47.0% | 73.9% | 33.2% |
| Mayes | 20 | 51.8% | 47.1% | 75.4% | 33.5% |
| McClain | 20 | 48.9% | 44.0% | 69.9% | 30.1% |
| McCurtain | 19 | 44.6% | 34.8% | 72.6% | 32.1% |
| McIntosh | 20 | 36.0% | 48.7% | 70.6% | 46.1% |
| Murray | 19 | 57.9% | 32.0% | 73.2% | 30.5% |
| Muskogee | 20 | 42.8% | 46.6% | 73.7% | 32.3% |
| Noble | 20 | 52.1% | 35.3% | 78.4% | 33.3% |
| Nowata | 19 | 39.3% | 55.1% | 68.2% | 33.8% |
| Okfuskee | 19 | 40.6% | 42.1% | 58.1% | 38.5% |
| Oklahoma | 21 | 54.3% | 39.7% | 69.3% | 29.5% |
| Okmulgee | 19 | 47.6% | 41.3% | 72.1% | 30.2% |
| Osage | 19 | 40.3% | 48.8% | 69.5% | 30.9% |
| Ottawa | 20 | 47.6% | 50.1% | 73.7% | 37.6% |
| Pawnee | 20 | 48.8% | 45.0% | 65.2% | 38.0% |
| Payne | 22 | 48.8% | 36.2% | 74.1% | 36.4% |
| Pittsburg | 19 | 51.2% | 39.3% | 74.9% | 41.7% |
| Pontotoc | 21 | 53.0% | 31.0% | 72.8% | 32.7% |
| Pottawatomie | 20 | 44.5% | 42.5% | 69.9% | 30.8% |
| Pushmataha | 20 | 45.0% | 35.8% | 77.3% | 30.5% |
| Roger Mills | 21 | 56.1% | 28.6% | 81.2% | 39.7% |
| Rogers | 21 | 49.3% | 39.2% | 74.6% | 26.5% |
| Seminole | 20 | 48.6% | 39.6% | 70.8% | 33.1% |
| Sequoyah | 20 | 33.2% | 39.7% | 81.1% | 38.2% |
| Stephens | 20 | 51.1% | 33.8% | 72.7% | 36.2% |
| Texas | 21 | 39.3% | 25.4% | 72.4% | 33.3% |
| Tillman | 20 | 53.3% | 45.9% | 70.4% | 39.0% |
| Tulsa | 21 | 58.0% | 38.0% | 71.7% | 31.5% |
| Wagoner | 20 | 42.5% | 46.8% | 68.1% | 32.1% |
| Washington | 22 | 52.9% | 30.1% | 77.4% | 38.2% |
| Washita | 21 | 50.5% | 25.0% | 68.7% | 27.8% |
| Woods | 21 | 67.0% | 29.9% | 77.5% | 42.5% |
| Woodward | 20 | 54.8% | 31.6% | 69.2% | 40.4% |
| **State Summary** | **20.7** | **50.7%** | **38.0%** | **72.2%** | **33.2%** |

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